

IN THE NAME OF ALLAH



Department of English, Zabid-College of Education, Hodeidah
University

Reading 1

For 1st Year-English-B.Ed. Students, of the Year 2017-2018, 1st
semester 2017-2018

(For Private Circulation Only)

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Introduction

This handout of Reading 1 is all from English for everyone: Reading Comprehension <http://www.englishforeveryone.org/>. The reading comprehension worksheets teach students to think critically, draw inferences, understand scope and global concepts, find or recall details, and infer the meaning of useful vocabulary words. It includes:

Informational Passages Reading Comprehension Worksheets

In these reading comprehension worksheets, students are asked questions about information they have read about a specific topic. Each passage reads similar to a newspaper or journal article, and provides interesting information about some aspect of history, nature, mechanics, science, art, and more. Questions involve critical thinking with a focus on logic and inference.

Technical Reading Comprehension Worksheets

In these reading comprehension worksheets, students are asked questions about the meaning, significance, intention, structure, inference, and vocabulary used in each passage. Each passage reads like an encyclopedic or technical journal article. Answers for worksheets in this section can be found at the end of each individual worksheet.

Critical Thinking Reading Comprehension Worksheets (Level_9_passages)

In this series, readers are tested on their ability to perform interpretations, make deductions, and infer the meaning of vocabulary words based on an informational passage.

MAIN IDEA

Read this passage from a previous CAHSEE administration and answer the questions that follow it.

HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.



Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary. Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 (*tippy5*) or the name of your math teacher in room 118 (*118-Thompson*). You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be (*TsisSaI*) or (*Tsis-SaI*).

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

BAD PASSWORDS:

782-8973 (phone number)
Butch (nickname)
LittleBoPeep (storybook character)
12-11-86 (birth date)
dejavu (foreign phrase)
leahcim (name spelled backwards)
QQQQQQ (repeated letter)
XyzXyzXyz (repeated pattern of letters)

GOOD PASSWORDS:

NYTXvincent (best friend in first grade preceded by state of birth and current state of residence)
delygd (first letters of coach's favorite saying: Don't ever let your guard down.)
ofcmgr98 (mother's abbreviated job title - Office Manager - in 1998)

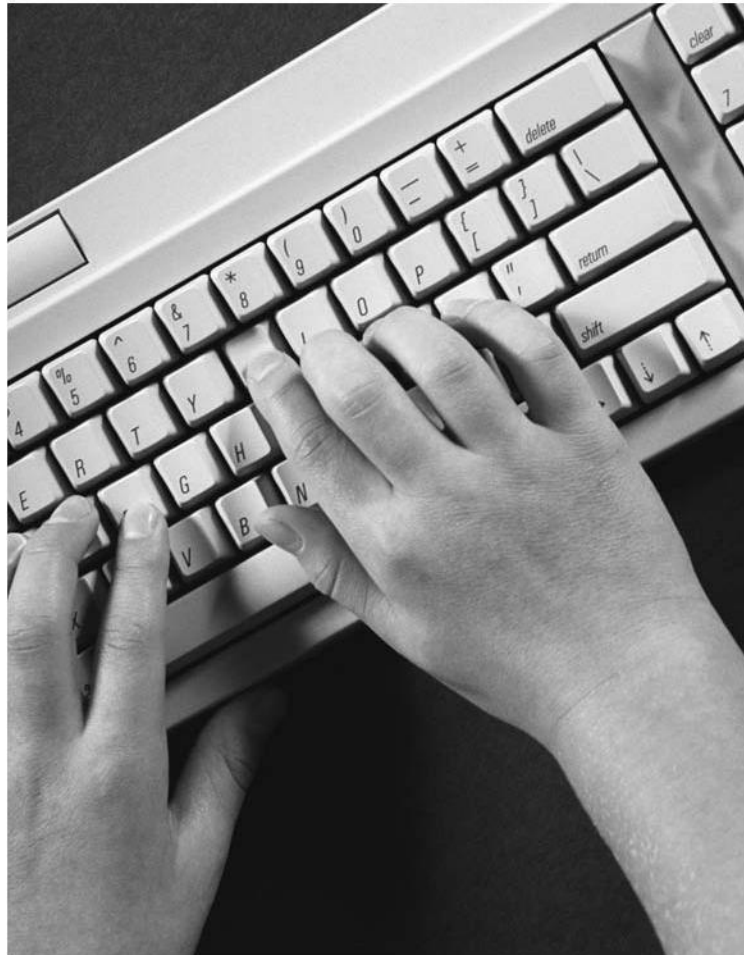
65B

Now that you have read the essay, let's figure out the main idea of each paragraph. When you take the CAHSEE, you might underline the sentence or words in each paragraph that represent the main idea. The main idea of each paragraph in the essay follows:

1. Passwords are like keys that allow the owner to get in.
2. Kinds of passwords required.
3. Types of passwords we should not use.
4. Some good password choices.
5. How to store passwords.
6. Different passwords for each system.
7. Why change passwords regularly.

Then we have the charts—one listing bad passwords and one listing good passwords.

Now you are ready to tackle the test questions.



L165B005

Released CAHSEE question

According to the document, what should you do FIRST before choosing a password?

- A. Determine what type of password must be used.
- B. Think of something memorable from your past.
- C. Decide where to store the information to keep it safe.
- D. Change your password about every three months.

Solution

If you don't remember, go back to the article and scan, looking at first sentences only. Right away in the second paragraph you see "Before you can choose a password, however, you must . . ." and there is the correct answer, A. (RC 10.2.1)

L165B004

Released CAHSEE question

The two boxes included at the end of the document illustrate information that is primarily found in which two paragraphs

- A. 1 and 2
- B. 3 and 4
- C. 5 and 6
- D. 6 and 7

Solution

Look at the summaries we wrote about each paragraph on the previous page. Which two paragraphs tell about bad passwords and good passwords? The correct answer is B. (RC 10.2.1)

**Released CAHSEE question**

According to the two boxes at the end of the document, which of these would be the **BEST** password?

- A. date of a wedding anniversary
- B. your family nickname
- C. the same number, repeated five times
- D. the first letters in the title of your favorite book

Solution

The question refers you to the boxes labeled “Bad Passwords” and “Good Passwords.” Each of the choices is similar to the passwords in the boxes. “Date of a wedding anniversary” is similar to “birthdate”—a bad password. “Your family nickname” is listed as a bad password. “The same number, repeated five times, is similar to “repeated letters.” “The first letters in the title of your favorite book” is similar to “first letters of coach’s favorite saying”—a good password and the correct answer, **D**. (RC 8.2.1)

Released CAHSEE question

Based on information in the two boxes at the end of the document, *lkjlkj* would be a bad choice for a password because it —

- A. is someone’s initials.
- B. stands for a favorite saying.
- C. is a repeated pattern of letters.
- D. is an abbreviation of a familiar name.

Solution

Although *lkj* could be someone’s initials and *lkjlkj* could stand for a favorite saying or be an abbreviation of a familiar name, this would be a bad password because it “is a repeated pattern of letters.” Therefore, the correct response is **C**. (RC 8.2.1)

L165B002

Released CAHSEE question

Which sentence from the document BEST summarizes the author's main point?

- A. It is best to have different passwords for each system.
- B. Before you can choose a password, however, you must know the prerequisites for the password.
- C. Your password should be something you can easily remember but something impossible for anyone else to decode or guess.
- D. Some authorities suggest changing passwords every three months.

Solution

If you look back at the paragraph summaries, you can see that the main idea of this piece is to offer you suggestions that will keep your password safe so that no one can enter your system without your permission. Which answer represents that idea? Did you say C? If so, excellent! If not, it's probably a good idea to go back and work through the exercise again. Not only will you learn something about the CAHSEE but also you can pick up some good tips for keeping others from accessing your personal information or property. (RC 10.2.8)

L165B014

Released CAHSEE question

What suggestion does the article provide about writing down passwords?

- A. Write it down often so you don't forget your password.
- B. Disguise your password when you write it down.
- C. Do not let people know your password.
- D. Change your password frequently.

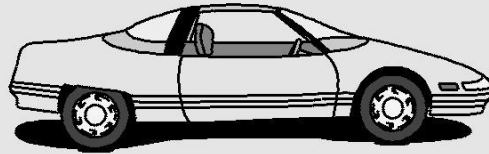
Solution

In the passage the author tells you not to "store it in a computer or leave a handwritten copy" around. It doesn't make good sense to have a password and then tell it to many others. In the fifth paragraph the author advises the reader to write it down in a "disguised form." The correct answer is B. (RC 10.2.4)

AUTHOR'S PURPOSE AND TONE

Read this article from a previous CAHSEE administration and the discussion and question that follow.

Electric Cars Deserve a Second Look



As the world becomes increasingly populated, it is also becoming alarmingly polluted. We deplete more resources, produce more waste, and cause more cumulative environmental strain than ever before.

Fortunately, there are many ways that you can help counter the negative effects that we impose on the environment. One of these is driving an electric car. This benefits not only the environment, but also individual drivers.

Electric cars produce about 80 percent less pollution than cars with gas-powered motors. In fact, the only reason that electric cars produce any pollution at all is that their electric energy is generated by power plants—electric cars themselves emit no exhaust. When energy comes from large sources such as power plants, it's easier to regulate and monitor, so there's less waste than if the energy is generated by many smaller sources, such as the gas engines in individual cars.

In addition, electric cars are simply more efficient than gas-powered cars for several reasons. First, electric cars have regenerative braking, which means that when you use the brakes in an electric car, the battery has a chance to recharge. Conversely, when you brake in a gas-powered car, you actually *use* energy.

Also, during the production of electric cars, more time and energy is spent making the design lighter and more aerodynamic so that there will be less drag from the wind. This allows them to travel farther using less energy than a gas-powered car would use to go the same distance.

In addition to the environmental benefits of driving electric cars, there are also financial and time-saving benefits for the drivers.

For one, they cost less to maintain. The cost of charging an electric car is about 20 percent of the cost of gas, and electric cars require far less

maintenance than gas-powered cars. This is due, in part, to the fact that a lot of the things that go wrong with gas-powered cars simply aren't present in electric cars. Electric cars have no cooling system, fan belts, radiators, hoses, or oil—just a battery. There are fewer moving parts overall, so there are fewer potential problems. Also, electric motors have far greater longevity than combustion motors, so after the body of an electric car gives out, the engine can be reused in another body.

Furthermore, the federal government is encouraging electric car use by giving significant rebates for purchasing electric cars, and some states offer additional rebates.

Electric cars can also save people time. While gas-powered cars require visits to a mechanic every few months, the only routine maintenance required by electric cars is replacing the battery every four years. And California, for example, recently passed a law making it legal for drivers of electric cars to use the carpool lanes any time—even if they are driving alone. This makes your trips much quicker and saves a considerable amount of time, especially in rush-hour traffic.

Overall, there are numerous benefits of driving an electric car. It may take a little getting used to, but in the long run, the use of electric cars can help preserve the environment and give people more time and money to be put to better use.

065

Understanding the author's purpose is an essential skill when reading informational text.

The following question asks you to choose the main purpose of the article about electric cars. You should use the same technique you used in the previous exercise but with a little more “digging.” Because this article is longer, and the first paragraph is short, you may want to look at the first two and last two paragraphs. Also look at the title.

Good readers often go back and look at first paragraphs and last paragraphs, looking for key words that give clues about the author's purpose for writing. Finding key words can help you understand what the paragraph, story, or article is all about. These are the key words we found:

- Electric car
- Deserve
- Benefits
- Environment
- Numerous benefits
- Preserve the environment



Released CAHSEE question**What is the main purpose of Darrow's article?**

- A. to convince readers that their cars are using too much energy
- B. to show how to improve driving
- C. to convince people that electric cars are good
- D. to show how the environment can be saved

Solution

Think about the choices. Is this article trying to convince us that our cars use too much energy? The article is more about electric cars than about our cars. Does the article tell how to improve your driving? Does it give ways to save the environment? Buying an electric car might help, but is that the purpose of the article? What was the title again? "Electric Cars Deserve a Second Look." The title and our list of key words all point in one direction: The main purpose for writing the article is "to convince people that electric cars are good." The answer is **C**. (RC 10.2.8)

The next two questions we will be looking at are based on the following informational passage about koalas called “Deadly Leaves.” (This is the same passage that was used in the “Vocabulary” section of this study guide.) The passage and questions appeared previously on the CAHSEE.



Deadly Leaves

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Eventually it was discovered that eucalyptus trees that are less than five years old sometimes generate hydrocyanic acid in their leaves. Taking in small quantities of this acid is fatal to the koala. In their

natural habitat, the koalas’ senses tell them which eucalyptus trees have dangerous leaves, and they simply move on to other trees until they find leaves that are safe to eat. But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve. Either option was fatal to the trapped koalas.

Fortunately, today’s zoos use special tests to distinguish between poisonous eucalyptus leaves and safe ones, and now koalas are eating well and thriving in zoos.

Released CAHSEE question

What is the purpose of this article?

- A. to inform
- B. to persuade
- C. to entertain
- D. to express opinion

Solution

This is another question about the author's purpose. Does the passage persuade? Is it an argument? Would someone disagree with this article? Does it entertain? Did you laugh? Does it express an opinion? Was the author expressing an opinion or citing facts? If an author is citing facts, then the author's purpose is to inform the reader. Did you learn something about feeding eucalyptus leaves to koalas in captivity? Did you find it interesting? The article "Deadly Leaves" informed you about something. The correct answer is A. (RC 10.2.8)



L0103003

Released CAHSEE question**What tone does the author establish in the article?**

- A. critical
- B. hopeful
- C. straightforward
- D. humorous

Solution

What is tone? Tone is the sound of the author's voice. Did you ever hear your mother say, "Don't use that tone of voice with me!"? What did she mean? Maybe you were being disrespectful. Perhaps you were whining. You might have answered, "What tone of voice? I wasn't using any tone of voice!" meaning that you thought you were being very straightforward.

Sometimes authors use words to show they are angry, different words to show they are excited, and still others to show they are concerned. Read "Deadly Leaves" again. Is the author critical of the zoos? Is he hopeful that things will change? Does he tell about the koalas in a humorous way? Or does he tell it "like it is," in a straightforward, matter-of-fact tone? The correct answer is C. (RC 10.2.8)

BUILDING EVERYDAY SKILLS

This is from “Staff Responsibilities,” an excerpt from a training manual for new employees at a restaurant. The following passage and question appeared previously on the CAHSEE, and involve the kind of reading that you might run into on the job.



Staff Responsibilities

Greeter

Your job as restaurant greeter requires that you greet every guest graciously and promptly. Upon greeting our early Sunset diners*, be sure to provide them with the regular dinner menu as well as the special Sunset menu. In addition, every evening the chef posts daily specials on the chalkboard at the entrance. Be sure to remind the customers of those dishes too, although those are not eligible for the early Sunset dinner price. (Diners who are seated after the early Sunset period should not receive the special Sunset menu.)

You will be working with a team of three additional members: the person who sets the table and provides the water and place settings (in some restaurants referred to as the busboy or busgirl), the waiter/waitress who actually takes each order to the exact specification of each diner, and the cashier who will accept the diners' payments upon their way out the door after dining. Your job is to ensure that the diners feel welcomed, informed, and served pleasantly in every possible way. For example, if their coats are draped across the back of their chairs, creating a potential floor hazard, please suggest that

you would be happy to hang them in the closet at the rear of the restaurant.

Our goal is satisfied, happy customers who will return to visit us again and will recommend our establishment to their friends. Each employee plays an important role in ensuring that our goal is met. If you smile, greet diners pleasantly, seat them as soon as possible, and provide them with the full range of dinner options, you should have every reason to believe that you have done your job well.

When customers have been unhappy in the past with the quality of service by the person who filled your position, it was generally because of one of the following reasons:

- Customers were left standing in the foyer as the entry greeter continued a personal phone call, ignoring them.
- Customers were not told of their eligibility or ineligibility for the early Sunset dinner.
- Customers' seating preferences were not honored.

* Early Sunset definition: a choice from one of five set-price, three-course meals available to diners seated before 6:00 PM, Monday through Friday. Note: One of those choices is always vegetarian.

L0059004

Released CAHSEE question**Read the following sentence from the selection:**

Your job as a restaurant greeter requires that you greet each guest graciously and promptly.

According to this sentence, what must greeters do?

- A. Welcome customers warmly as they arrive.
- B. Quickly list the specials for the customers.
- C. Ask the customers what they would like to drink.
- D. Seat customers as soon as possible.

Solution

You have probably noticed by now that with a careful reading of the question, the answer can be obvious. Watch for these easy ones and get them all correct. That will help make up for any difficult answers that you might miss. The sentence says, “Your job as a restaurant greeter requires that you greet each guest graciously and promptly.” Now look at the answers. Does the sentence say anything about listing the specials for the customers? Does the sentence say anything about asking the customers what they would like to drink? Does the sentence say anything about seating the customers as soon as possible? Does the sentence say anything about welcoming the customers warmly as they arrive? Not in so many words, but if you greet each guest graciously, that means you will welcome them, and if you greet each guest promptly, that means you will do it as soon as they arrive. The correct answer is A. (RC 10.2.1)

Were you tempted to say D, “Seat customers as soon as possible” because the question said “promptly”? That’s an easy mistake to make, unless you read very carefully. It might even be the second or third reading before you realize that “promptly” modifies “greet,” not “seat,” which doesn’t appear in this question.

Let’s move on to the Literary Response and Analysis Strand.

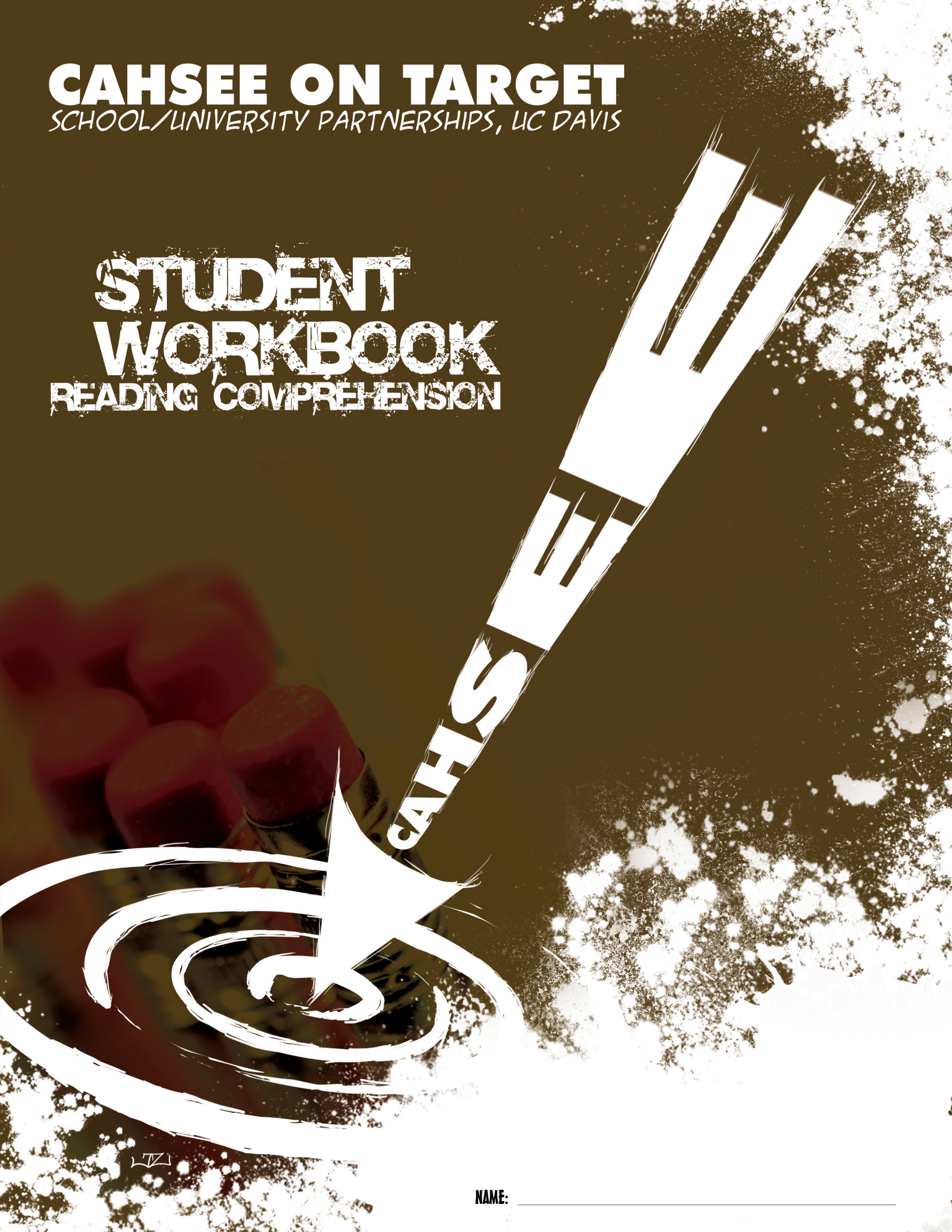


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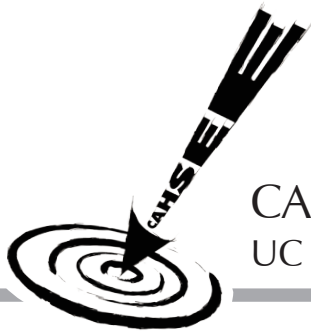
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STUDENT WORKBOOK

READING COMPREHENSION



NAME: _____



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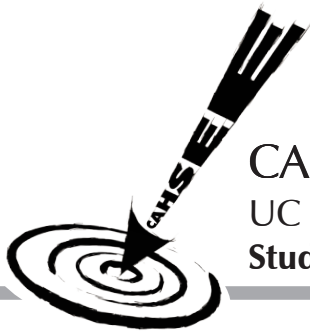
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Student Workbook: Reading Comprehension Strand

INTRODUCTION TO THE CAHSEE

The **CAHSEE** stands for the California High School Exit Exam. The English Language Arts section of the CAHSEE consists of **72 multiple-choice** questions (**45 reading** items and **27 writing** items) and **one essay** (accounting for **18%** of the section).

The items span across **6** distinct strands:

- Word Analysis: **7** Questions
- Reading Comprehension (Informational Text): **18** Questions
- Literary Response & Analysis: **20** Questions
- Writing Conventions: **15** Questions
- Writing Strategies: **12** Questions
- Writing Applications: **1** Essay (**18%** of the total score)

WHAT IS CAHSEE ON TARGET?

CAHSEE on Target is a tutoring course specifically designed for the California High School Exit Exam (CAHSEE). The goal of the program is to pinpoint each student's areas of weakness and to then address those weaknesses through classroom and small group instruction, concentrated review, computer tutorials and challenging games.

Each student will receive a separate workbook for each strand and will use these workbooks during their tutoring sessions. These workbooks will present and explain each concept covered on the CAHSEE, and introduce effective strategies for reading comprehension, essay writing, and text revision.



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Student Workbook: Reading Comprehension Strand



READING COMPREHENSION ON THE CAHSEE

On the CAHSEE you will be given several passages to read, followed by a series of **multiple-choice** questions that test your understanding of the text. There are a total of **38** reading comprehension questions on the CAHSEE: 18 questions based on **informational** (factual) text and **20** questions based on **literary** text (i.e. poems, plays, short stories, and memoir).

The strategies you develop through CAHSEE on Target can be applied to both informational and literary text.

READING STRATEGIES FOR THE CAHSEE

There are five distinct types of questions on the CAHSEE:

- Right There!
- In Other Words . . .
- Up Here!
- What's the Big Idea?
- Read All!

For each of these, there is a particular **strategy** that works best. The chart on the next to pages gives a broad overview of the five question types and their corresponding strategies. We will then examine each of these in further detail.



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Right There!

Example: The question asks, "What is the best way to choose a password?" Let's see ... it says right there that the best way to choose a password is to select something memorable from your past, and that's one of the answers. All right, then!

Skim & Scan for a particular **fact** & look for an answer in the **same words** as the text.



In Other Words ...

Example: The question asks, "What should you do first before choosing a password?" Let's see -- the text says that I need to know the type of password required (how many letters, letter/number combination, etc.). But I don't see that in any of the answer choices. Hey! Here's something that means the same thing: 'Read the directions for creating the password and be sure that your password conforms to the specifications required.' This summarizes what the author said better than all of the other choices, so it must be the answer!

Skim & scan the text for the **idea** referred to in the question. The correct answer will **paraphrase** or **summarize** what's in the text -- it will be stated in **different words**. Look at each answer carefully and **choose** the one that is **closest in meaning** to what is stated in the text.



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Up Here!

Example: Let's see - - the question asks, "Which of the four phrases is an example of a simile?" I **already know** what a simile is, so I should examine each phrase and see which one fits the requirements of a simile. (The text does not define "simile" so going back to the text won't help me!)

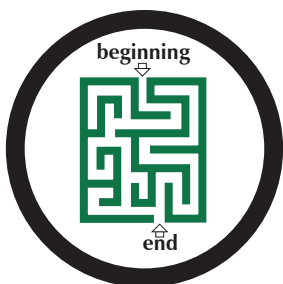
Just use your **brain**.
No need to go back to text.



What's the Big Idea...

Example: Let's see, just from looking at the title, "Electric Cars Deserve a Second Chance," I can see that the main idea must be that people should consider buying electrical cars. Oh, then the author's purpose must be to persuade the reader to consider electric cars, and the tone is probably persuasive! Wow! That was easy!

Look at **big idea** places:
1. Title
2. 1st paragraph
3. Last paragraph



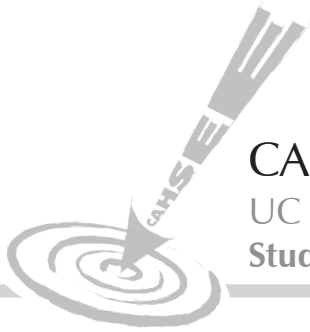
Read All!

Example: "How does the character change throughout the story?" Let's see ... I need to know what he was like in the beginning and compare this with what is was like at the end.

No shortcuts!

Read the whole text,
from **beginning to end!**

We will now examine each of these strategies in greater detail.



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QUESTION TYPE 1: RIGHT THERE!


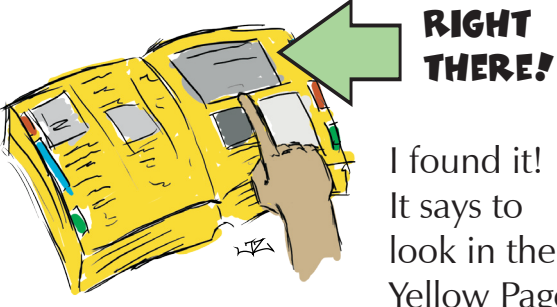
In this type of question, you must find a specific fact or detail in the passage.

The correct answer choice will be stated in the same words as those in the passage.

You can often recognize these types of questions by the way in which they are phrased.

Here are a few typical questions stems from the CAHSEE that correspond to a

“Right There!” question:

SAMPLE QUESTION STEMS	WHERE'S THE ANSWER?
<p>According to the article, what should you do...?</p>	<p>IN AN EMERGENCY CALL:</p>  <p>It says right here, “Call 911!”</p> <p>RIGHT THERE!</p>
<p>According to the article, what is the best...?</p>	 <p>RIGHT THERE!</p> <p>I found it! It says to look in the Yellow Pages.</p>



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What suggestion does the author give...?



Oh, here it is! They suggest calling the Better Business Bureau to check if any complaints were filed against the company.

Based on information in the document, what would be the best . . .





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Example of a “Right There” Question

The following question, which appeared on the CAHSEE, is an example of a “Right There” question. Read the question and then examine the section from the text in which the answer is found. When you find it, **circle** the correct answer choice.

What suggestion does the article provide about writing down passwords?

- A. Write it down often so you don't forget your password.
- B. Disguise your password when you write it down.
- C. Do not let people know your password.
- D. Change your password frequently when you write it down.

Source: “How to Choose a Password”

Section from “How to Choose a Password”

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

Source: “How to Choose a Password”

Note: The question above is an example of a “Right There” question because . . .

- it focuses on a specific **fact** or **detail**
- the information needed is stated in **one specific part** of the text
- the correct answer choice is stated in the **same words** as those used in the text

As you can see, in a “**Right There!**” question, you can point to a few words in the text and say, “**The answer is right there!**”



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Strategies for “Right There” Questions

- **Skim & scan** to find the particular **fact** or **detail**.
- Look for an answer choice stated in the **same words**.

A. Scanning

Scanning involves moving your eyes quickly down the page, seeking specific words and phrases. When reading to locate **specific information**, scanning is an effective strategy, particularly on standardized tests.

Look for any **hints** given by the author. These might include:

- underlining
- **bolding**
- *italics*
- subheadings
- section breaks



Practice: Scan the text below to answer the following question:

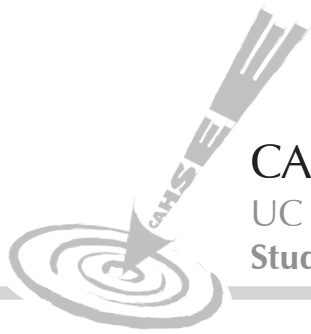
Why was it difficult to keep koalas alive in zoos?

Note: See how fast you can find the answer!

Section from “Deadly Leaves”

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year or their arrival at the zoo.

Source: *Deadly Leaves*, CAHSEE released passage



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Exercise: Scan the TV guide to answer the questions that follow.

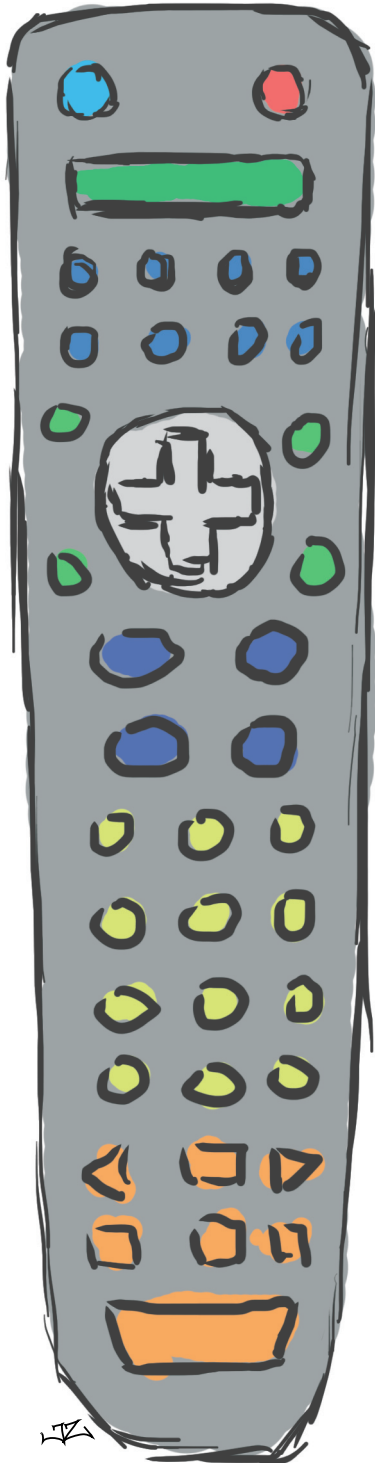
Channel 4	Channel 7	Channel 9
<p>6:00: News Today In-depth coverage of national and international news.</p> <p>6:30: Kramer vs. Kramer (1979) ★★★★★ Dustin Hoffman, Meryl Streep. A man fights for custody of his son after his wife abandons the family. 'PG'</p> <p>8:30: Europe Today: This week, the southern port city of Marseille, France is explored.</p> <p>9:00: Who Wants to Be a Millionaire?</p> <p>10:00: Twilight Zone</p> <p>10:30: I Love Lucy</p> <p>11:00: The Ghost and Mrs. Muir (1947) ★★★ Gene Tierney, Rex Harrison. London widow loves cottage's sea captain's ghost. 'PG'</p>	<p>6:00: USA in Sports: News show covering competitive team sports at the national level.</p> <p>6:30: Wheel of Fortune</p> <p>7:00: The Associate (1996) ★★ Whoopi Goldberg, Dianne Wiest. A Wall Street whiz invents a male partner to attract clients for her fledgling investment business. 'PG-13' Adult situations.</p> <p>9:00: Friends</p> <p>9:30: Will & Grace</p> <p>10:00: American Soundtrack: Rhythm, Love and Soul Love songs of the 1960s and 70s; performers include Aretha Franklin, Mary Wilson; Gloria Gaynor.</p> <p>11:00: Caribbean Adventures: This week, we travel to the Exuma Islands of Bermuda.</p>	<p>6:00: Everybody Loves Raymond</p> <p>6:30: The Nanny</p> <p>7:00: Nightly Business Report: Report on world-wide financial markets.</p> <p>8:00: The Apprentice The teams must introduce a new Trump product into the marketplace.</p> <p>9:00: Ghost (1990) ★★★ Patrick Swayze, Demi Moore, Whoopi Goldberg. A slain Manhattan man reaches out to his fiancée, with a medium as his middle woman. 'PG – 13' Adult situations, language, violence.</p> <p>10:00: Phone Booth (2002) ★★ Colin Farrell, Keifer Sutherland. A sniper traps a publicist in a New York phone booth. 'R'</p>



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Answer the following questions, based on the TV Guide.
See how fast you can find the information.

1. Pamela is a Whoopi Goldberg fan. Can she see both of her movies or must she tape one of them?

2. Randy wants to know how the stock market performed today. What show should he watch?

3. Which French city is spotlighted on the travel show?

4. Amy wants to watch a movie with her younger sister, who is 12 years old. Which movie or movies would be most appropriate?

5. How many travel shows are airing tonight?

6. How many game shows are playing tonight? Which ones?

7. Which movie gets the best rating this evening?



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B. Skimming

Skimming is used to quickly **identify the most important ideas** of a text. Skimming involves moving your eyes quickly down the page and focusing on any **titles, headings, sub-headings**, and text in **bold**.

To determine what is most important:

1. Glance over the **main features** of the piece:
 - the title
 - the headings
 - the lead paragraph
 - the summary paragraphs
2. Look for any **hints** given by the author:
 - underlining
 - **bolding**
 - *italics*
 - subheadings
 - section breaks
 - numerical lists

Exercise: Examine the document on the next page. Then, use skimming techniques to answer the questions that follow.





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FREDERICK DOUGLASS HIGH SCHOOL: RULES & REGULATIONS

Attendance

1. **Absence:** Any student returning to school following an absence of two or more days must present to the front office a written explanation, signed by the parent or a physician.
2. **Tardiness:** School begins promptly at 8:10 a.m. and ends at 3:20 p.m. Any student who reports to his or her classroom any later than 8:20 must present to the teacher a note signed by a parent.

Zero Tolerance Policy

Frederick Douglass High School has a “Zero Tolerance” policy. This means that no form of physically aggressive behavior (including bullying, fighting, pushing, shoving) is tolerated.

1. **Suspension:** Any student who acts aggressively towards a teacher, administrator or another student will be immediately suspended.
2. **Expulsion:** Any student who has been suspended more than three times will be expelled.

Hall Passes

Any student walking through the halls when classes are in session must carry a hall pass.

Any student not carrying a pass will be sent directly to the principal’s office.

Dress Code

While there is no formal uniform at Frederick Douglass High School, students are expected to dress appropriately at all times.

1. **Shirts:** All shirts must have sleeves (no tank tops allowed) and be tucked in.
2. **Pants:** Pants must be hemmed above the shoes.
3. **Body Piercing Jewelry:** Body piercing jewelry is limited to earrings. All other forms (nose jewelry, tongue jewelry, stomach jewelry) must be removed before entering the school building.

I have read the above rules and agree to comply with them.

Student’s Signature



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Skimming Exercise

The following questions are based on the document on page 12 (Frederick Douglass High School: Rules and Regulations).

1. To whom is the document aimed?

- A. students
- B. parents
- C. teachers
- D. administrators

2. Does the document address missed or late assignments?

3. Does the document explain the consequences of physically aggressive behavior towards their fellow students? If so, explain.

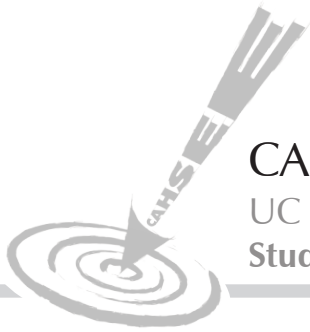
4. Does the document explain the consequences of inappropriate dress?

5. Does the document provide information on vacation days?

6. Does the document provide information on the length of the school day?

7. Does the document provide examples of physically aggressive behavior?





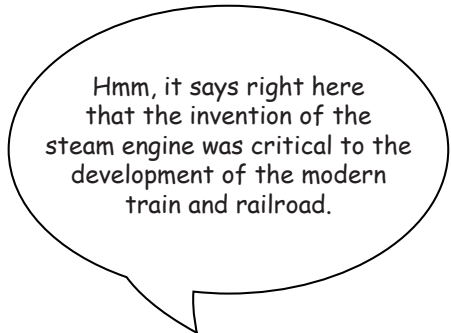


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QUESTION TYPE II: IN OTHER WORDS...

These questions are often based on an **idea**, rather than a specific and isolated detail. You need to look for the part in the text that talks about that **idea** and then look for an answer that is stated in **different words** than those used in the text. **In other words**, you must **summarize** the author's ideas.

QUESTION STEMS	WHERE'S THE ANSWER?
1. Which statement best illustrates...?	First skim and scan the text to find the idea referred to in the question.
2. Which statement best summarizes...?	
3. Based on information in the text, which would be....?	
4. Which information supports the idea that....?	<p>27. Monique is taking a train to Boston. Her train is stopped at the station. She is facing the direction the train will be moving. All she can see from her window is the train next to her. That train is also going to Boston and leaves first. As the train next to her starts to move, it starts to Monique as well.</p>  <p> <input type="radio"/> A. she is moving forward. <input checked="" type="radio"/> B. she is moving backward. <input type="radio"/> C. the other train is moving backward. <input type="radio"/> D. the train station is moving. </p> <p>Ah! Here it says that without the steam engine, mass transportation, as we know it today, would not exist. That's the same idea, just stated in different words.</p>



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Strategies for “In Other Words...” Questions

- **Skim & scan** for the particular section referred to in the question.
- Read what you need: about **three to five lines** before and **three to five lines after** the citation to make sure you understand the content.
- Look for an answer choice in which the idea is rephrased

Example of an “In Other Words” Question

Read the following question, which appeared on the CAHSEE.

Then examine the section from the text in which the answer is found.

Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to –

- A. eat fruits and vegetables
- B. begin an exercise program
- C. skip meals when necessary
- D. limit the intake of protein

Source: “Pro and Con on Vitamin Supplements”

Section from “Pro and Con on Vitamin Supplements”

As appealing as they’re made to sound, nutritional supplements are a danger in disguise. If you’re looking for good health, don’t look on the supplement shelves of your supermarket. Look in the **produce section** instead.

Source: “Pro and Con on Vitamin Supplements”

The question above is an “In Other Words...” question because . . .

- it focuses on an **idea**, rather than a detail or fact
- the answer is stated in **different words** from those used in the text.








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QUESTION TYPE III: UP HERE!

Certain questions on the CAHSEE **test** your **knowledge** of a term or concept and your **ability** to **recognize** an example of that term/concept. Other questions have **only one** answer choice that **makes sense**. For these types of questions, there is **no need to go back to the text**. All the information you need is contained in the question and answer choices. Read the question carefully and **think!!!!** Use your head to figure it out!

CAHSEE QUESTION STEMS	WHERE'S THE ANSWER?
Which of the following is an example of...?	 <p>UP HERE! Oh, I know what a simile is. And that's not it! But here's one that is!</p>
What is the meaning of the phrase ____ in this sentence?	 <p>UP HERE! I've never seen this word before but, from the way it's used in the sentence, it must mean angry.</p>
Which sentence from the passage supports the idea that...?	 <p>UP HERE! Let's see... all of these sentences were in the passage, but which one supports the idea that electric cars are cheaper to maintain? Ah... answer choice B says that electric cars are about 20% the cost of gas. That's the answer!</p>



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Example of an “Up Here” Question

Which of the following phrases from the passage is an example of a simile?

- A. The sun was as red as a rose.
- B. The moon shined above.
- C. The whoosh of the leaves was a song.
- D. The wind whirled willows withered in the night.

All of the phrases listed in choices A through D appear in the passage. Going back to the text will not help you determine which phrase is an example of a simile. In order to answer this question, you must **know** what a simile is and be able to **recognize** one when you see it. (Note: A simile is a comparison using the words “like” or “as.”)



Example from the CAHSEE of an “Up Here” Question

What does the word “contaminated” mean in the following phrase?

But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.

- A. Carried with
- B. Polished with
- C. Poisoned with
- D. Grown with

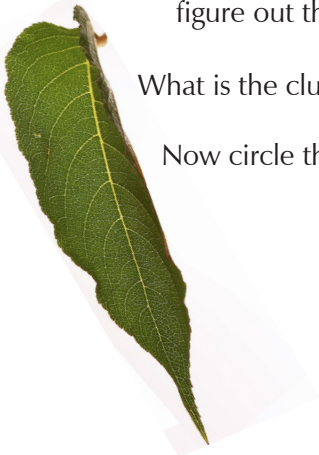


Source: “Deadly Leaves”

Note: Going back to the text will not help you to answer this question. Just read the sentence provided: it contains a **clue** that will help you figure out the meaning of “contaminated.”

What is the clue? _____

Now circle the correct answer.





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Example from the CAHSEE of an “Up Here” Question

What information supports the idea that vitamin supplements are potentially dangerous?

- A. Supplements are usually available in powder, tablet, and liquid form.
- B. People might accidentally take supplements that interfere with medications.
- C. Supplements may play a large role in disease prevention.
- D. People tend to be too cautious when using supplements.

Source: “Pro and Con on Vitamin Supplements”

Do you really need to go back to the text to answer this question?

The question asks which of the four answer choices supports the idea that vitamin supplements might be dangerous. All of the information, in choices A through D, is found in the passage, so going back to the passage will not tell you anything new. **But only one choice answers the question.**

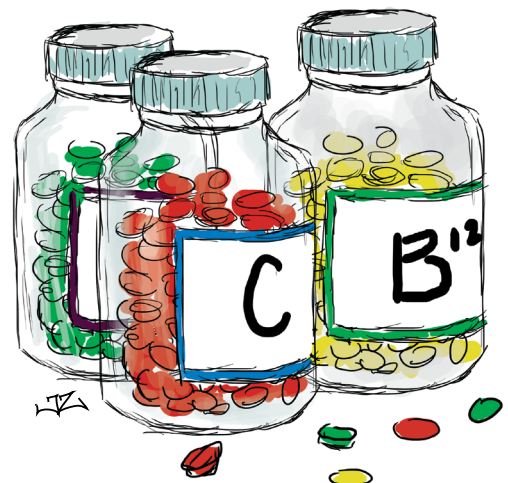
Which one is it?

- A. Supplements are usually available in powder, tablet, and liquid form.
Does this have anything to do with why supplements **may be dangerous**?

- B. People might accidentally take supplements that interfere with medications.
Does this have anything to do with why supplements **may be dangerous**?

- C. Supplements may play a large role in disease prevention.
Does this have anything to do with why supplements may be dangerous?

- D. People tend to be too cautious when using supplements.
Does this have anything to do with why supplements **may be dangerous**?





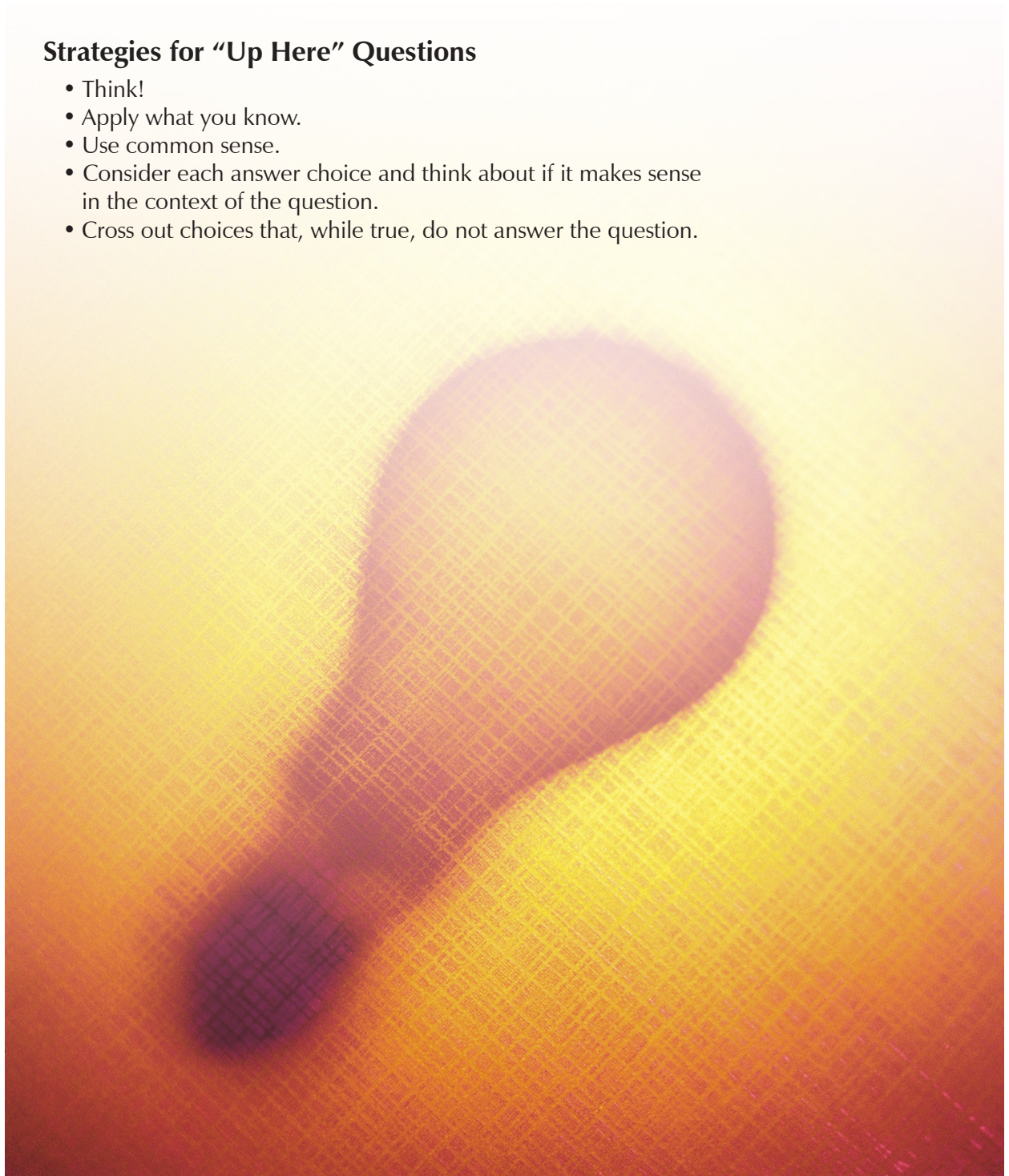
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Strategies for “Up Here” Questions

- Think!
- Apply what you know.
- Use common sense.
- Consider each answer choice and think about if it makes sense in the context of the question.
- Cross out choices that, while true, do not answer the question.









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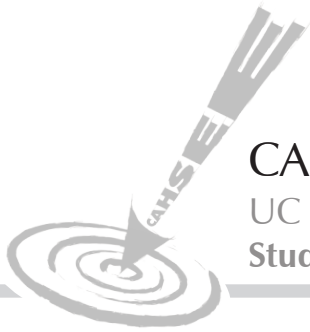
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QUESTION TYPE IV: WHAT'S THE BIG IDEA?

These types of questions are based on the **entire passage**.

SAMPLE QUESTION STEMS ON THE CAHSEE	WHERE'S THE ANSWER?
 <p>What is the main idea?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.
 <p>What is the author's purpose?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.
 <p>What is the author's tone?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.
 <p>What is the point of view?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.



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Big Idea Questions

“Big Idea” questions focus on the **overall picture** or “**feel**” of the text:

- Main Idea
- Author’s Purpose
- Tone

Strategies for “Big Idea” Questions:

- Look at the richest source of information:
 - **the title**
 - **the first paragraph**
 - **the last paragraph**
- Underline key words in the first and last paragraphs.

Example from the CAHSEE of a “Big Idea” Question:

The following question is based on the passage “Electric Cars Deserve a Second Look.”

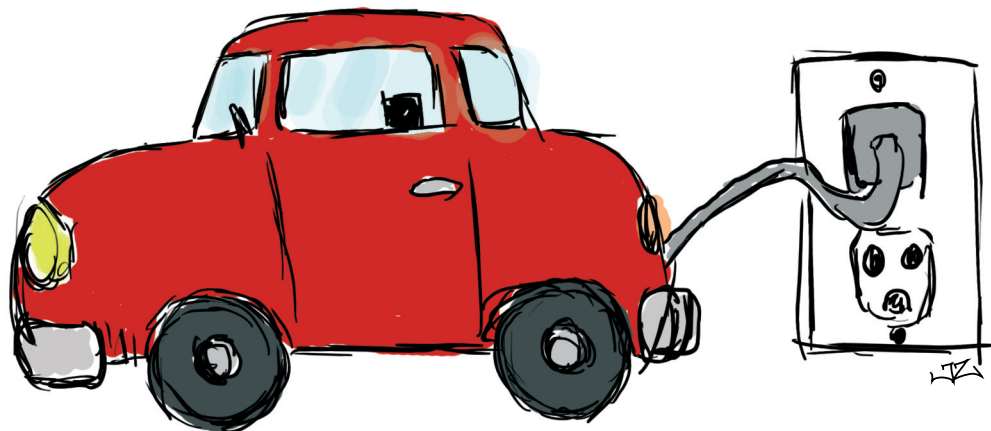
What is the main purpose of Darrow’s article?

- A. to convince readers that their cars are using too much energy
- B. to show how to improve driving
- C. to convince people that electric cars are good
- D. to show how the environment can be saved

Source: California Department of Education, Released CAHSEE question

Hint: Look at the **title** of the passage!

What’s the correct answer? _____





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A. Questions on the Main Idea

The main idea refers to what a paragraph or an article is all about.
“What is the big idea in the story?”

The main idea of a story or article is generally found in at least one of the following three places:

- the first paragraph
- the last paragraph
- the title

Authors generally **introduce** the main idea in the **first paragraph** and **summarize** it in the **last paragraph**. Finally, the **title** often captures the essence of the text.

B. Questions on the Author’s Purpose

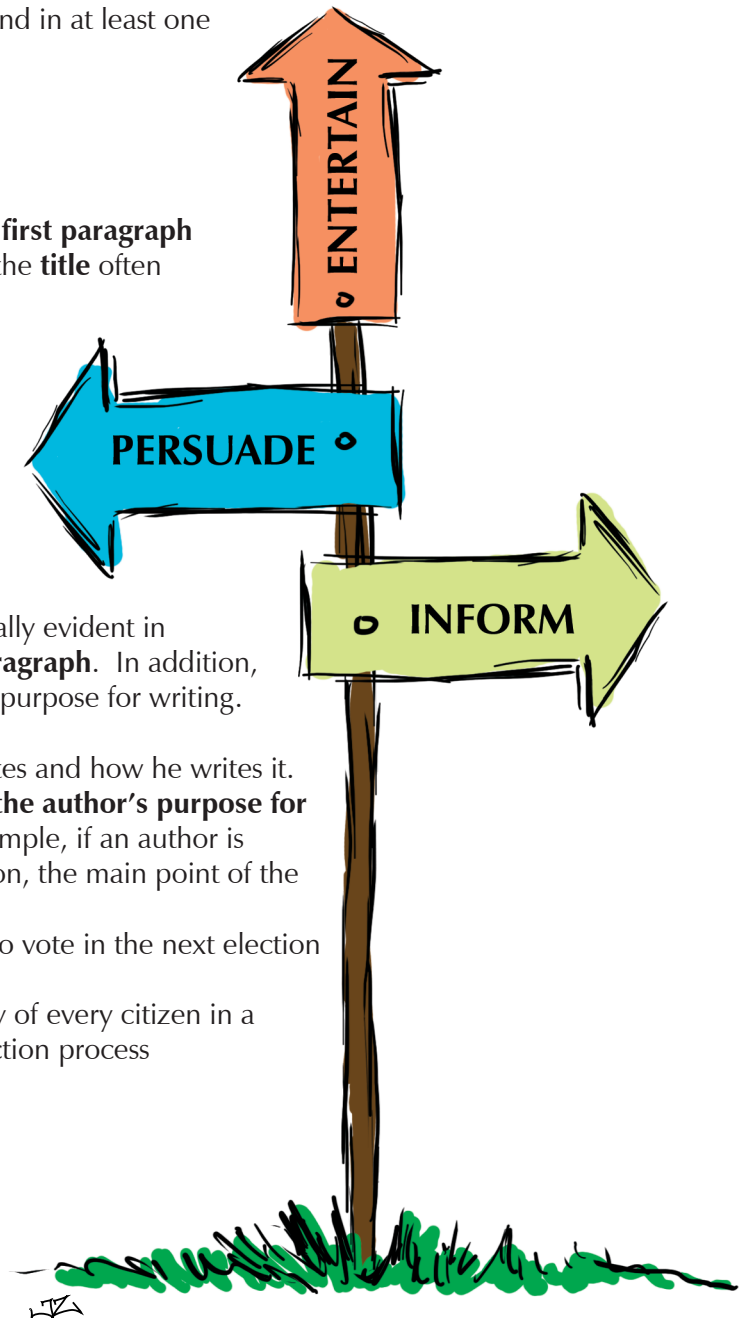
Authors write for different purposes:

- To entertain
- To persuade
- To inform

Like the main idea, the author’s purpose is generally evident in the **first paragraph** and reinforced in the **last paragraph**. In addition, the **title** of the passage often reflects the author’s purpose for writing.

The author’s purpose will determine what he writes and how he writes it. For this reason, the **main idea of a passage and the author’s purpose for writing that passage are always related**. For example, if an author is writing to persuade you to vote in the next election, the main point of the passage will likely be one of the following:

- that it is extremely important for everyone to vote in the next election
- that every vote counts
- that it is both the right and the responsibility of every citizen in a democratic society to participate in the election process





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C. Questions on the Tone

The author's **purpose and tone are related**, and being able to identify one allows you to identify the other. If the **purpose** of the article is to **persuade** the reader to do something, the **tone** will likely be **persuasive, forceful, critical** and perhaps even **biased**.

On the other hand, if the **purpose** of the article is to **inform** or **educate** the reader about an issue, the **tone** will be **informative, straightforward, factual**, and **free of bias**.

Finally, if the author's **purpose** is to **entertain** the reader, the **tone** may be **humorous** or **descriptive**.

Like the main idea and the author's purpose, the **tone** of a passage is often evident in the **first paragraph** and reinforced in the **last paragraph**. In addition, the tone of the passage is often evident in the **title** itself.

Example from the CAHSEE

Read the **first paragraph** of "Deadly Leaves," a passage that appeared on the CAHSEE. Then answer the two "Big Idea" questions, on the next page, which are based on this passage.

(**Note:** These questions appeared on the CAHSEE.)

First Paragraph from "Deadly Leaves"

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Source: Deadly Leaves, CAHSEE released passage



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Questions Based on “Deadly Leaves”

The following two questions, based on the passage “Deadly Leaves,” appeared on the CAHSEE:

1. What is the purpose of this article?
 - A. to inform
 - B. to persuade
 - C. to entertain
 - D. to express opinion
2. What tone does the author establish in this article?
 - A. critical
 - B. hopeful
 - C. straightforward
 - D. humorous

As you can see, the first paragraph provides all you need to know to answer these two questions. Also, knowing the answer to the first question helps you determine the answer to the second question as well.









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GUIDELINES FOR DETERMINING PURPOSE AND TONE

QUESTIONS TO ASK YOURSELF	PURPOSE	TONE
<p>Does the author make an argument? Would someone disagree with this argument? If so,</p> 	To persuade	<ul style="list-style-type: none"> • Persuasive • Convincing • Forceful • Critical • Praiseworthy
<p>Does the author express an opinion? Does the author show any bias? If so,</p> 	To Persuade	<ul style="list-style-type: none"> • Persuasive • Forceful • Critical • Angry • Biased
<p>Does the author present information and/or cite facts? Did you learn something? Is the passage free of bias? If so,</p> 	To inform	<ul style="list-style-type: none"> • Informative • Straightforward • Factual • Unbiased
<p>Does the article make you laugh or feel sad? Does it create a mood? Is there a lot of imagery? If so,</p> 	To entertain	<ul style="list-style-type: none"> • Descriptive • Humorous • Sad • Melancholy • Hopeful



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Exercise: Read each passage and identify the author's purpose and tone.
Then support your answer with evidence from the passage.

1. An average hurricane releases as much energy as several atomic explosions. Its power output in a single minute could keep the United States in electricity for 50 years. The hurricane that struck Bangladesh in 1970 produced a tidal wave that killed 200,000 people. In 1900, in Galveston, Texas a hurricane created storm tides that swept 6,000 people to their deaths.¹

The author wrote to _____.

- A. persuade the reader that Texas and Bangladesh can be dangerous places to live
- B. compare the weather in Texas and Bangladesh
- C. present factual information about hurricanes
- D. entertain the reader with a story about hurricanes

The author's tone can best be described as _____.

- A. humorous
- B. straightforward
- C. sarcastic
- D. frustrated



¹ Excerpt from *Strange Stories, Amazing Facts* (Reader's Digest)



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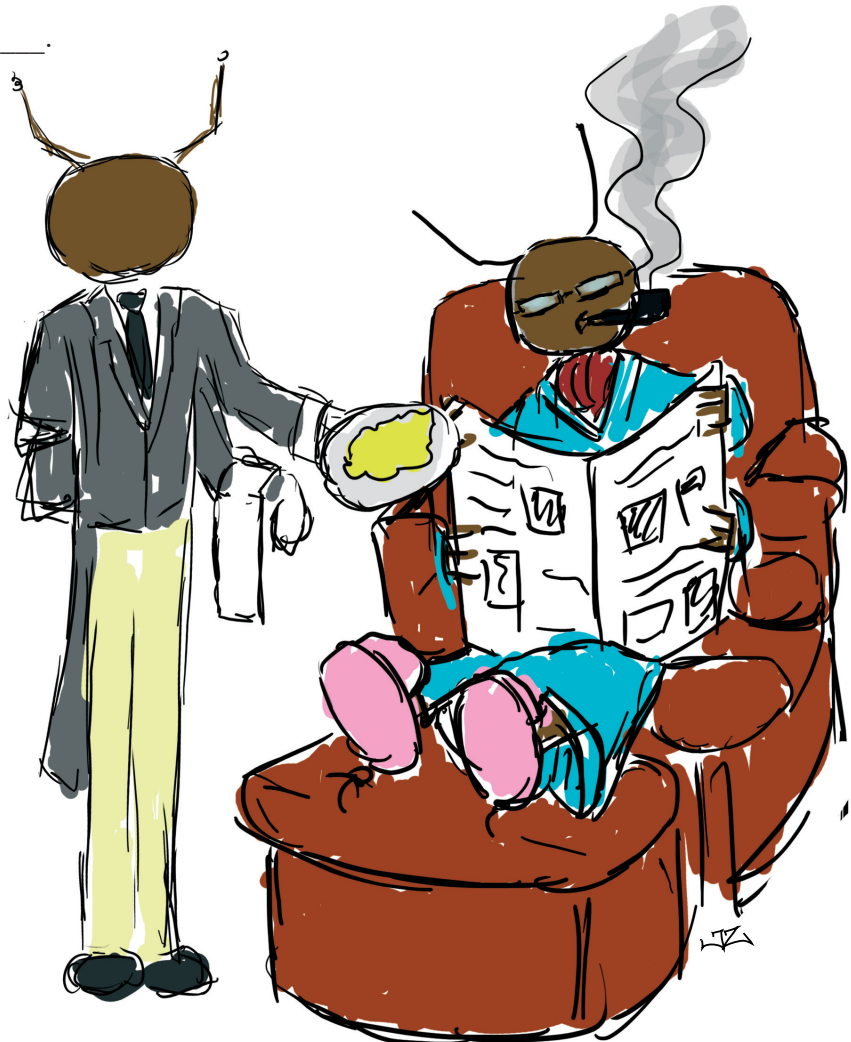
2. Like human beings, ants can be both cooperative and aggressive towards one another; in fact, certain species of ants survive by raiding other ant colonies and enslaving the offspring. Scientists believe that these “slavemaker” ants cannot survive on their own and need other ants to take care of them. The only way in which they can achieve this is by raiding other colonies and seizing the larvae and pupae; they then carry them back to their own colonies and raise them as slaves. Once their slaves die, they raid new colonies, capture new larvae, and acquire a new supply of slaves.

The author wrote to _____.

- A. illustrate the unusual way in which certain ant species survive
- B. convince the reader that ants can play a beneficial role
- C. compare and contrast the distinct roles that ants play
- D. amuse the reader with amusing facts about ants

The author’s tone is _____.

- A. hopeful
- B. entertaining
- C. informative
- D. forceful





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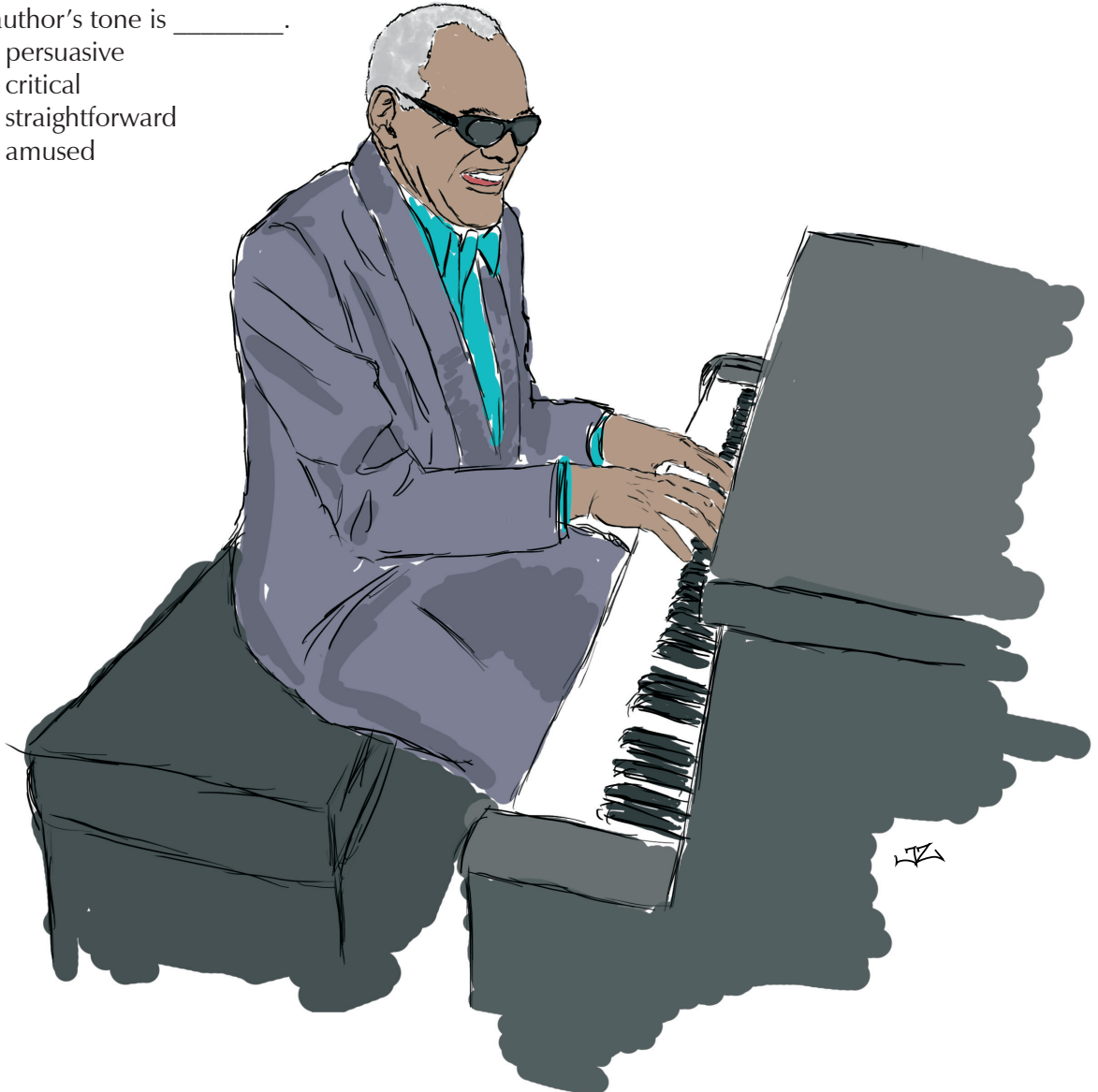
3. Everyone should see the film *Ray*. It is, by far, the best movie of the year! Jamie Foxx is fantastic in his role as Ray Charles and the music is amazing! *Ray* is sure to win many Oscars this year.

The author wrote to _____.

- A. describe the role of Jamie Foxx in the movie *Ray*
- B. persuade the reader to see *Ray*
- C. contrast the performance of Jamie Foxx as Ray Charles with the real-life story of Ray Charles
- D. wage a bet that *Ray* will win the Oscars

The author's tone is _____.

- A. persuasive
- B. critical
- C. straightforward
- D. amused





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4. I had been sick for a long time. When the day came for me to leave the hospital, I barely knew how to walk anymore, could barely remember who I was supposed to be. Make an effort, the doctor said, and in three or four months you'll be back in the swing of things. I didn't believe him, but I followed his advice anyway. They had given me up for dead, and now that I had confounded their predictions and mysteriously failed to die, what choice did I have but to live as though a future life were waiting for me?²



The author wrote to _____.

- A. describe a very difficult time in his life
- B. present information about doctors and their advice
- C. frighten the reader with a disturbing story
- D. amuse the reader with a humorous story

The author's tone is _____.

- A. humorous
- B. critical
- C. informative
- D. grave

² Excerpt from *Oracle Night* by Paul Auster



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5. According to some scholars, puzzles may even be older than recorded history. In a fascinating book, entitled *Ancient Puzzles*, Dominic Olivastro speculates that around eleven thousand years ago a tribe living near Lake Edward in modern-day Zaire, who were the ancestors of the Lshango, invented what appears to be the first mathematical game of humanity, consisting of two “dice”: bones on which notches represent numbers.³

The author’s purpose is to _____.

- A. entertain the reader with a fascinating story about puzzles
- B. persuade the reader that it is important to play mathematical puzzles
- C. convince the reader that Dominic Olivastro is an authority on the history of puzzles
- D. present factual information about the history of puzzles



The author’s tone is _____.

- A. hopeful
- B. entertaining
- C. informative
- D. forceful

³ Excerpt from *The Puzzle Instinct* by Marcel Danesi






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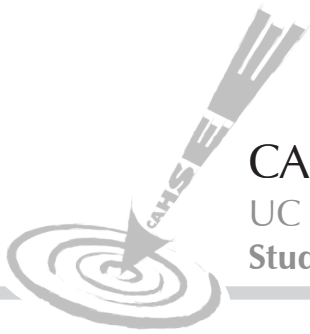
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QUESTION TYPE V: READ ALL!

These questions usually appear more frequently in the Literary Response & Analysis Strand. They focus on the development of the plot or the characters and require a **close reading** of the text. There are **no shortcuts** for this type of question. You need to read **the text in its entirety, from beginning to end**.

SAMPLE QUESTION STEMS ON THE CAHSEE	WHERE'S THE ANSWER?
<p>How did Billy change throughout the passage?</p> 	<p>Somewhere between the beginning and the end. Read it all!</p>
<p>How would you describe Paul's father?</p> 	<p>These characteristics appear throughout the passage.</p>
<p>What did Aaron learn about himself?</p> 	<p>He may have learned in gradually, or only at the end. Read it all!</p>



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Multiple-Choice Strategies for the CAHSEE

1. Use the **Process of Elimination**: Cross Out Answers that You Know Are Wrong; What's Left Must Be the Correct Answer

Example: Which of the following phrases from the passage is an example of figurative language?

- A. He met me at the bus.
- B. John is an interesting character.
- C. The whoosh of the leaves was a song.
- D. Happiness is possible.



Based on the above tip, choose the most likely answer? ____

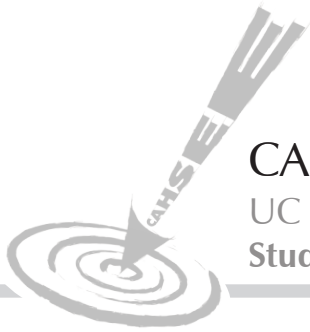
2. Cross Out Answers that Are Correct **But that Don't Answer the Question**

Example: According to the author, why should cigarettes be made illegal?

- A. Many people believe that cigarettes should be made illegal.
- B. Despite all of the health risks, people continue to smoke.
- C. Cigarettes are as addictive and harmful as many illegal drugs.
- D. Cigarettes are available in both regular and menthol flavors.

Based on the above tip, choose the most likely answer? ____





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3. Look at the **Title** of the Passage for Clues

Example: What is the author's purpose in writing the article, "Life's Lessons Learned at Pool"?

- A. To inform readers that a new pool has opened in the city
- B. To criticize the management of the local pool
- C. To convince readers to visit the new pool in the city
- D. To entertain readers with a touching story about a boy who saves his brother from drowning in a pool and, in the process, learns the importance of courage



Based on the above tip, choose the most likely answer? ____

4. Look for **Opposite Choices**: If Two Answers Are Opposite. . . One Is Probably Right

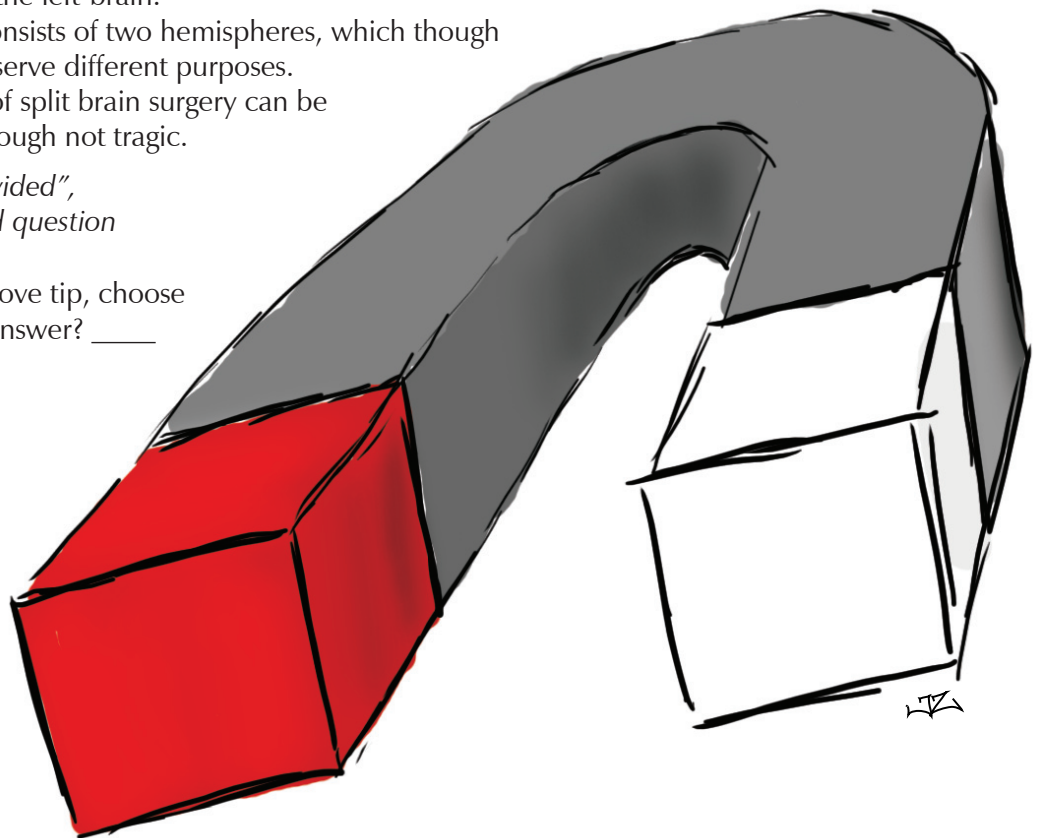
Example from the CAHSEE

Which of the following summarizes the information in the article?

- A. The brain, even when damaged, can recover if the other side takes over.
- B. Though the right brain controls the left side of the body, it is also capable of dominating the left-brain.
- C. The brain consists of two hemispheres, which though connected, serve different purposes.
- D. The effects of split brain surgery can be dramatic, though not tragic.

Source: "A Brain Divided",
CAHSEE released question

Based on the above tip, choose
the most likely answer? ____










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REVIEW OF QUESTION TYPES AND STRATEGIES

QUESTION TYPE	STRATEGY
 <p>Right There!</p>	<p>Skim & Scan for a particular fact & look for an answer in the same words as the text.</p>
 <p>In Other Words...</p>	<p>Skim & Scan for the reference & then look for an answer stated in different words from the text. This type of question tests your comprehension and ability to “paraphrase” (summarize) what you have read.</p>
 <p>Up Here!</p>	<p>Just use your brain. No need to go back to the text.</p>
 <p>What's the Big Idea...</p>	<p>Look at big idea places:</p> <ol style="list-style-type: none"> 1. Title 2. 1st paragraph 3. Last paragraph
 <p>Read All!</p>	<p>No shortcuts!</p> <p>Read the whole text, from beginning to end!</p>

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ANSWER KEY

READING COMPREHENSION

CAHSEE

NAME: _____



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CAHSEE ON TARGET

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Answer Key: Reading Comprehension Strand

INTRODUCTION TO THE CAHSEE

The **CAHSEE** stands for the California High School Exit Exam. The English Language Arts section of the CAHSEE consists of **72 multiple-choice** questions (**45 reading** items and **27 writing** items) and **one essay** (accounting for **18%** of the section).

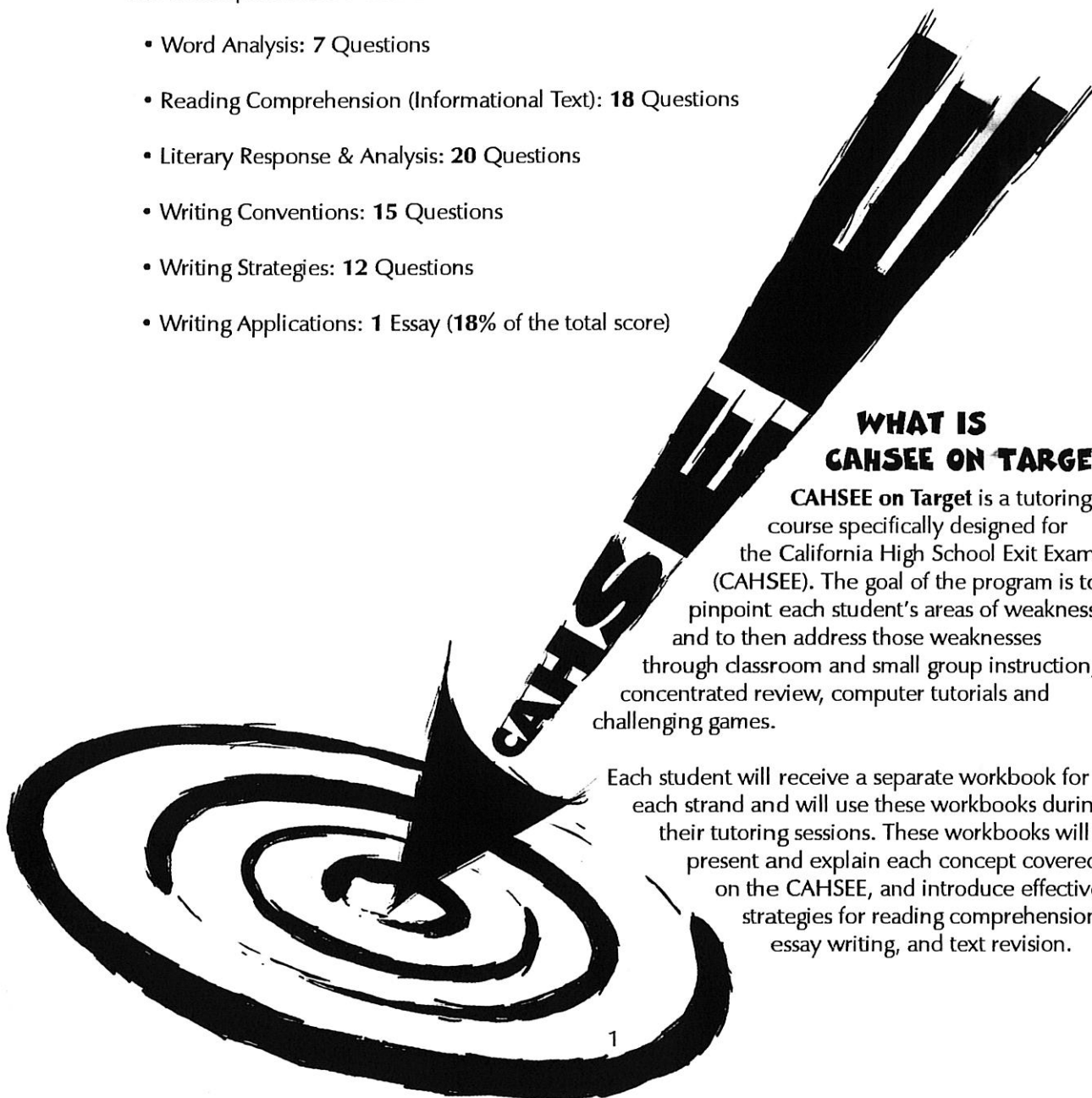
The items span across **6** distinct strands:

- Word Analysis: **7** Questions
- Reading Comprehension (Informational Text): **18** Questions
- Literary Response & Analysis: **20** Questions
- Writing Conventions: **15** Questions
- Writing Strategies: **12** Questions
- Writing Applications: **1** Essay (**18%** of the total score)

WHAT IS CAHSEE ON TARGET?

CAHSEE on Target is a tutoring course specifically designed for the California High School Exit Exam (CAHSEE). The goal of the program is to pinpoint each student's areas of weakness and to then address those weaknesses through classroom and small group instruction, concentrated review, computer tutorials and challenging games.

Each student will receive a separate workbook for each strand and will use these workbooks during their tutoring sessions. These workbooks will present and explain each concept covered on the CAHSEE, and introduce effective strategies for reading comprehension, essay writing, and text revision.

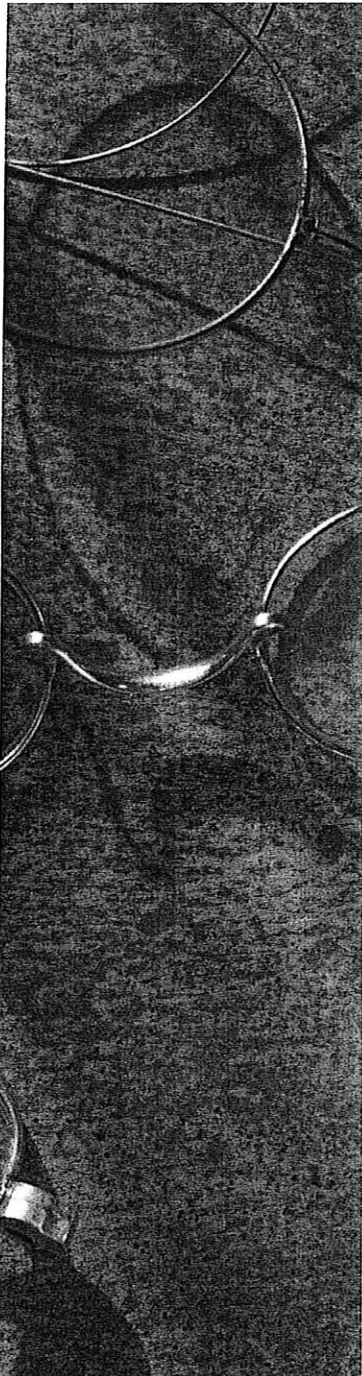




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READING COMPREHENSION ON THE CAHSEE

On the CAHSEE you will be given several passages to read, followed by a series of **multiple-choice** questions that test your understanding of the text. There are a total of **38** reading comprehension questions on the CAHSEE: 18 questions based on **informational** (factual) text and **20** questions based on **literary** text (i.e. poems, plays, short stories, and memoir).

The strategies you develop through CAHSEE on Target can be applied to both informational and literary text.

READING STRATEGIES FOR THE CAHSEE

There are five distinct types of questions on the CAHSEE:

- Right There!
- In Other Words . . .
- Up Here!
- What's the Big Idea?
- Read All!

For each of these, there is a particular **strategy** that works best. The chart on the next to pages gives a broad overview of the five question types and their corresponding strategies. We will then examine each of these in further detail.



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Answer Key: Reading Comprehension Strand



Right There!

Example: The question asks, "What is the best way to choose a password?" Let's see ... it says *right there* that the best way to choose a password is to select something memorable from your past, and that's one of the answers. All right, then!

STRATEGY

Skim & Scan for a particular **fact** & look for an answer in the **same words** as the text.



In Other Words ...

Example: The question asks, "What should you do first before choosing a password?" Let's see -- the text says that I need to know the type of password required (how many letters, letter/number combination, etc.). But I don't see that in any of the answer choices. Hey! Here's something that means the same thing: 'Read the directions for creating the password and be sure that your password conforms to the specifications required.' This summarizes what the author said better than all of the other choices, so it must be the answer!

Skim & scan the text for the **idea** referred to in the question. The correct answer will **paraphrase** or **summarize** what's in the text -- it will be stated in **different words**. Look at each answer carefully and **choose** the one that is **closest in meaning** to what is stated in the text.



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Answer Key: Reading Comprehension Strand



Up Here!

Example: Let's see -- the question asks, "Which of the four phrases is an example of a simile?" I **already know** what a simile is, so I should examine each phrase and see which one fits the requirements of a simile. (The text does not define "simile" so going back to the text won't help me!)

Just use your **brain**.
No need to go back to text.



What's the Big Idea...

Example: Let's see, just from looking at the title, "Electric Cars Deserve a Second Chance," I can see that the main idea must be that people should consider buying electrical cars. Oh, then the author's purpose must be to persuade the reader to consider electric cars, and the tone is probably persuasive! Wow! That was easy!

Look at **big idea** places:

1. Title
2. 1st paragraph
3. Last paragraph



Read All!

Example: "How does the character change throughout the story?" Let's see ... I need to know what he was like in the beginning and compare this with what he was like at the end.

No shortcuts!

Read the whole text, from **beginning to end!**

We will now examine each of these strategies in greater detail.



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Answer Key: Reading Comprehension Strand

QUESTION TYPE 1: RIGHT THERE!


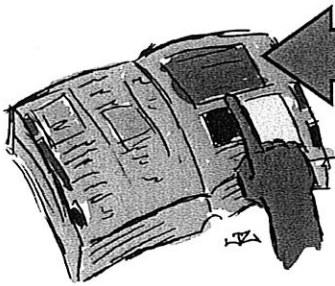
In this type of question, you must find a specific fact or detail in the passage.

The correct answer choice will be stated in the same words as those in the passage.

You can often recognize these types of questions by the way in which they are phrased.

Here are a few typical questions stems from the CAHSEE that correspond to a

"Right There!" question:

SAMPLE QUESTION STEMS	WHERE'S THE ANSWER?
<p>According to the article, what should you do...?</p>	<p>IN AN EMERGENCY CALL:</p>  <p>It says right here, "Call 911!"</p> <p>RIGHT THERE!</p>
<p>According to the article, what is the best...?</p>	 <p>RIGHT THERE!</p> <p>I found it! It says to look in the Yellow Pages.</p>



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Answer Key: Reading Comprehension Strand

What suggestion does the author give...?



Oh, here it is! They suggest calling the Better Business Bureau to check if any complaints were filed against the company.

Based on information in the document, what would be the best . . .





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Answer Key: Reading Comprehension Strand



Example of a "Right There" Question

The following question, which appeared on the CAHSEE, is an example of a "Right There" question. Read the question and then examine the section from the text in which the answer is found. When you find it, **circle** the correct answer choice.

What suggestion does the article provide about writing down passwords?

- A. Write it down often so you don't forget your password.
- B. Disguise your password when you write it down.
- C. Do not let people know your password.
- D. Change your password frequently when you write it down.

Source: "How to Choose a Password"

Section from "How to Choose a Password"

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

Source: "How to Choose a Password"

Note: The question above is an example of a "Right There" question because . . .

- it focuses on a specific **fact** or **detail**
- the information needed is stated in **one specific part** of the text
- the correct answer choice is stated in the **same words** as those used in the text

As you can see, in a "**Right There!**" question, you can point to a few words in the text and say, "**The answer is right there!**"



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Answer Key: Reading Comprehension Strand

Strategies for "Right There" Questions

- **Skim & scan** to find the particular **fact** or **detail**.
- Look for an answer choice stated in the **same words**.

A. Scanning

Scanning involves moving your eyes quickly down the page, seeking specific words and phrases. When reading to locate **specific information**, scanning is an effective strategy, particularly on standardized tests.

Look for any **hints** given by the author. These might include:

- underlining
- **bolding**
- *italics*
- subheadings
- section breaks



Practice: Scan the text below to answer the following question:

Why was it difficult to keep koalas alive in zoos?

Note: See how fast you can find the answer!

Because koalas eat nothing but the leaves of the eucalyptus tree

Section from "Deadly Leaves"

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year or their arrival at the zoo.

Source: *Deadly Leaves*, CAHSEE released passage



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Answer Key: Reading Comprehension Strand

Exercise: Scan the TV guide to answer the questions that follow.

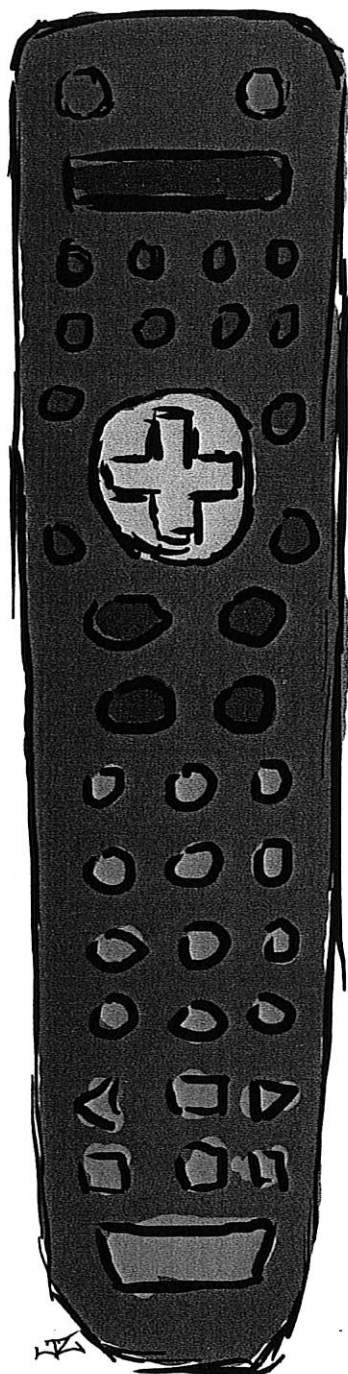
Channel 4	Channel 7	Channel 9
<p>6:00: News Today In-depth coverage of national and international news.</p> <p>6:30: Kramer vs. Kramer (1979) ★★★★★ Dustin Hoffman, Meryl Streep. A man fights for custody of his son after his wife abandons the family. 'PG'</p> <p>8:30: Europe Today: This week, the southern port city of Marseille, France is explored.</p> <p>9:00: Who Wants to Be a Millionaire?</p> <p>10:00: Twilight Zone</p> <p>10:30: I Love Lucy</p> <p>11:00: The Ghost and Mrs. Muir (1947) ★★★ Gene Tierney, Rex Harrison. London widow loves cottage's sea captain's ghost. 'PG'</p>	<p>6:00: USA in Sports: News show covering competitive team sports at the national level.</p> <p>6:30: Wheel of Fortune</p> <p>7:00: The Associate (1996) ★★ Whoopi Goldberg, Dianne Wiest. A Wall Street whiz invents a male partner to attract clients for her fledgling investment business. 'PG-13' Adult situations.</p> <p>9:00: Friends</p> <p>9:30: Will & Grace</p> <p>10:00: American Soundtrack: Rhythm, Love and Soul Love songs of the 1960s and 70s; performers include Aretha Franklin, Mary Wilson; Gloria Gaynor.</p> <p>11:00: Caribbean Adventures: This week, we travel to the Exuma Islands of Bermuda.</p>	<p>6:00: Everybody Loves Raymond</p> <p>6:30: The Nanny</p> <p>7:00: Nightly Business Report: Report on worldwide financial markets.</p> <p>8:00: The Apprentice The teams must introduce a new Trump product into the marketplace.</p> <p>9:00: Ghost (1990) ★★★ Patrick Swayze, Demi Moore, Whoopi Goldberg. A slain Manhattan man reaches out to his fiancée, with a medium as his middle woman. 'PG - 13' Adult situations, language, violence.</p> <p>10:00: Phone Booth (2002) ★★ Colin Farrell, Keifer Sutherland. A sniper traps a publicist in a New York phone booth. 'R'</p>



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Answer Key: Reading Comprehension Strand



Answer the following questions, based on the TV Guide.
See how fast you can find the information.

1. Pamela is a Whoopi Goldberg fan. Can she see both of her movies or must she tape one of them?

Answer: *She can see both. The Associate is on Channel 7 at 7:00, and Ghost is on Channel 9 at 9:00.*

2. Randy wants to know how the stock market performed today. What show should he watch?

Answer: *Nightly Business Report (Channel 9 at 7:00)*

3. Which French city is spotlighted on the travel show?

Answer: *Marseille (Europe Today on Channel 4 at 8:30)*

4. Amy wants to watch a movie with her younger sister, who is 12 years old. Which movie or movies would be most appropriate?

Answer: *Kramer vs. Kramer and The Ghost and Mrs. Muir*

5. How many travel shows are airing tonight?

Answer: *2: Europe Today and Caribbean Adventures*

6. How many game shows are playing tonight? Which ones?

Answer: *2: Who Wants to Be a Millionaire and Wheel of Fortune*

7. Which movie gets the best rating this evening?

Answer: *Kramer vs. Kramer*



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B. Skimming

Skimming is used to quickly **identify the most important ideas** of a text. Skimming involves moving your eyes quickly down the page and focusing on any **titles, headings, sub-headings**, and text in **bold**.

To determine what is most important:

1. Glance over the **main features** of the piece:
 - the title
 - the headings
 - the lead paragraph
 - the summary paragraphs
2. Look for any **hints** given by the author:
 - underlining
 - **bolding**
 - *italics*
 - subheadings
 - section breaks
 - numerical lists

Exercise: Examine the document on the next page. Then, use skimming techniques to answer the questions that follow.





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Answer Key: Reading Comprehension Strand

FREDERICK DOUGLASS HIGH SCHOOL: RULES & REGULATIONS

Attendance

1. **Absence:** Any student returning to school following an absence of two or more days must present to the front office a written explanation, signed by the parent or a physician.
2. **Tardiness:** School begins promptly at 8:10 a.m. and ends at 3:20 p.m. Any student who reports to his or her classroom any later than 8:20 must present to the teacher a note signed by a parent.

Zero Tolerance Policy

Frederick Douglass High School has a "Zero Tolerance" policy. This means that no form of physically aggressive behavior (including bullying, fighting, pushing, shoving) is tolerated.

1. **Suspension:** Any student who acts aggressively towards a teacher, administrator or another student will be immediately suspended.
2. **Expulsion:** Any student who has been suspended more than three times will be expelled.

Hall Passes

Any student walking through the halls when classes are in session must carry a hall pass. Any student not carrying a pass will be sent directly to the principal's office.

Dress Code

While there is no formal uniform at Frederick Douglass High School, students are expected to dress appropriately at all times.

1. **Shirts:** All shirts must have sleeves (no tank tops allowed) and be tucked in.
2. **Pants:** Pants must be hemmed above the shoes.
3. **Body Piercing Jewelry:** Body piercing jewelry is limited to earrings. All other forms (nose jewelry, tongue jewelry, stomach jewelry) must be removed before entering the school building.

I have read the above rules and agree to comply with them.

Student's Signature



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Skimming Exercise

The following questions are based on the document on page 12
(Frederick Douglass High School: Rules and Regulations).

1. To whom is the document aimed?
A. students
B. parents
C. teachers
D. administrators
2. Does the document address missed or late assignments?
No
3. Does the document explain the consequences of physically aggressive behavior towards their fellow students? If so, explain.
Yes: suspension and expulsion
4. Does the document explain the consequences of inappropriate dress?
No
5. Does the document provide information on vacation days?
No
6. Does the document provide information on the length of the school day?
Yes: 8:10 a.m. to 3:20 p.m.
7. Does the document provide examples of physically aggressive behavior?
Yes: bullying, fighting, pushing, shoving





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Answer Key: Reading Comprehension Strand

Strategies for “In Other Words...” Questions

- **Skim & scan** for the particular section referred to in the question.
- Read what you need: about **three to five lines** before and **three to five lines after** the citation to make sure you understand the content.
- Look for an answer choice in which the idea is rephrased

Example of an “In Other Words” Question

Read the following question, which appeared on the CAHSEE.
Then examine the section from the text in which the answer is found.

Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to –

- A. eat fruits and vegetables
- B. begin an exercise program
- C. skip meals when necessary
- D. limit the intake of protein

Source: “Pro and Con on Vitamin Supplements”

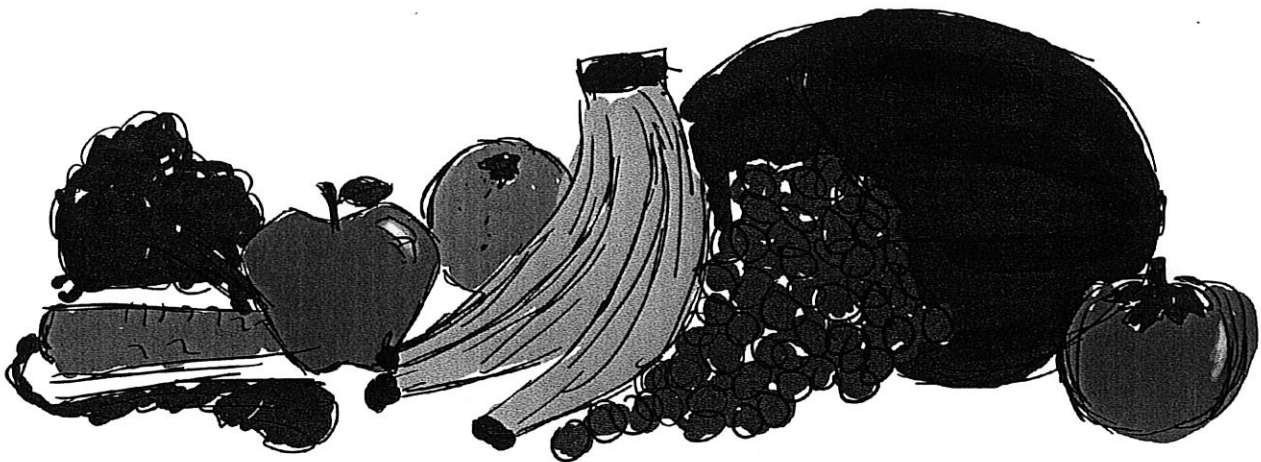
Section from “Pro and Con on Vitamin Supplements”

As appealing as they’re made to sound, nutritional supplements are a danger in disguise. If you’re looking for good health, don’t look on the supplement shelves of your supermarket. Look in the **produce section** instead.

Source: “Pro and Con on Vitamin Supplements”

The question above is an “In Other Words...” question because . . .

- it focuses on an **idea**, rather than a detail or fact
- the answer is stated in **different words** from those used in the text.





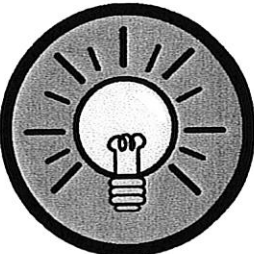
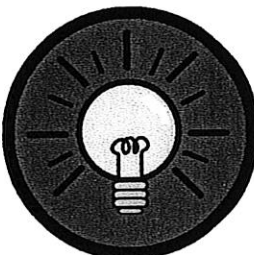
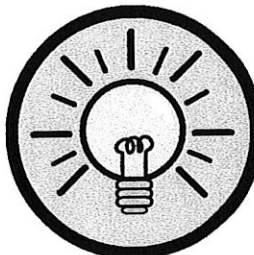
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Answer Key: Reading Comprehension Strand

QUESTION TYPE III: UP HERE!

Certain questions on the CAHSEE test your **knowledge** of a term or concept and your **ability** to **recognize** an example of that term/concept. Other questions have **only one** answer choice that **makes sense**. For these types of questions, there is **no need to go back to the text**. All the information you need is contained in the question and answer choices. Read the question carefully and **think!!!!** Use your head to figure it out!

CAHSEE QUESTION STEMS	WHERE'S THE ANSWER?
Which of the following is an example of...?	 <p>UP HERE! Oh, I know what a simile is. And that's not it! But here's one that is!</p>
What is the meaning of the phrase ____ in this sentence?	 <p>UP HERE! I've never seen this word before but, from the way it's used in the sentence, it must mean angry.</p>
Which sentence from the passage supports the idea that...?	 <p>UP HERE! Let's see... all of these sentences were in the passage, but which one supports the idea that electric cars are cheaper to maintain? Ah... answer choice B says that electric cars are about 20% the cost of gas. That's the answer!</p>



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Answer Key: Reading Comprehension Strand

Example of an "Up Here" Question

Which of the following phrases from the passage is an example of a simile?

- A. The sun was as red as a rose.
- B. The moon shined above.
- C. The whoosh of the leaves was a song.
- D. The wind whirled willows withered in the night.

All of the phrases listed in choices A through D appear in the passage. Going back to the text will not help you determine which phrase is an example of a simile. In order to answer this question, you must **know** what a simile is and be able to **recognize** one when you see it. (Note: A simile is a comparison using the words "like" or "as.")



Example from the CAHSEE of an "Up Here" Question

What does the word "contaminated" mean in the following phrase?

But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.

- A. Carried with
- B. Polished with
- C. Poisoned with
- D. Grown with

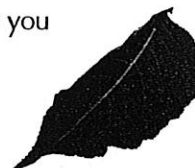


Source: "Deadly Leaves"

Note: Going back to the text will not help you to answer this question. Just read the sentence provided: it contains a **clue** that will help you figure out the meaning of "contaminated."

What is the clue? Poisonous leaves

Now circle the correct answer.





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Answer Key: Reading Comprehension Strand

Example from the CAHSEE of an “Up Here” Question

What information supports the idea that vitamin supplements are potentially dangerous?

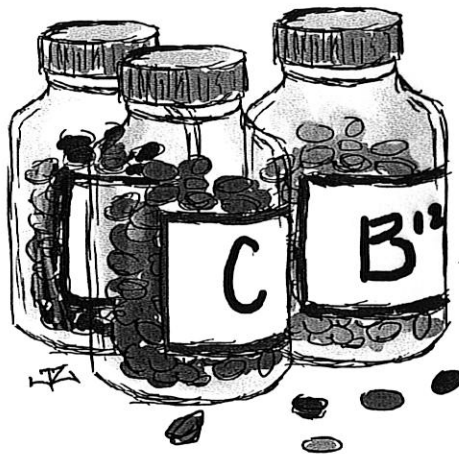
- A. Supplements are usually available in powder, tablet, and liquid form.
- B. People might accidentally take supplements that interfere with medications.
- C. Supplements may play a large role in disease prevention.
- D. People tend to be too cautious when using supplements.

Source: “Pro and Con on Vitamin Supplements”

Do you really need to go back to the text to answer this question?

The question asks which of the four answer choices supports the idea that vitamin supplements might be dangerous. All of the information, in choices A through D, is found in the passage, so going back to the passage will not tell you anything new. **But only one choice answers the question.** Which one is it?

- A. Supplements are usually available in powder, tablet, and liquid form.
Does this have anything to do with why supplements **may be dangerous**?
No
- B. People might accidentally take supplements that interfere with medications.
Does this have anything to do with why supplements **may be dangerous**?
Yes
- C. Supplements may play a large role in disease prevention.
Does this have anything to do with why supplements may be dangerous?
No; in fact, it suggests the opposite!
- D. People tend to be too cautious when using supplements.
Does this have anything to do with why supplements **may be dangerous**?
No; in fact, it suggests the opposite!





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Answer Key: Reading Comprehension Strand

Strategies for "Up Here" Questions

- Think!
- Apply what you know.
- Use common sense.
- Consider each answer choice and think about if it makes sense in the context of the question.
- Cross out choices that, while true, do not answer the question.









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Answer Key: Reading Comprehension Strand

QUESTION TYPE IV: WHAT'S THE BIG IDEA?

These types of questions are based on the **entire** passage.

SAMPLE QUESTION STEMS ON THE CAHSEE	WHERE'S THE ANSWER?
 <p>What is the main idea?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.
 <p>What is the author's purpose?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.
 <p>What is the author's tone?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.
 <p>What is the point of view?</p>	<ul style="list-style-type: none"> • Look at the title. • Look at the first paragraph. • Look at the last paragraph.



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Answer Key: Reading Comprehension Strand

Big Idea Questions

"Big Idea" questions focus on the **overall picture** or "**feel**" of the text:

- Main Idea
- Author's Purpose
- Tone

Strategies for "Big Idea" Questions:

- Look at the richest source of information:
 - **the title**
 - **the first paragraph**
 - **the last paragraph**
- Underline key words in the first and last paragraphs.

Example from the CAHSEE of a "Big Idea" Question:

The following question is based on the passage "Electric Cars Deserve a Second Look."

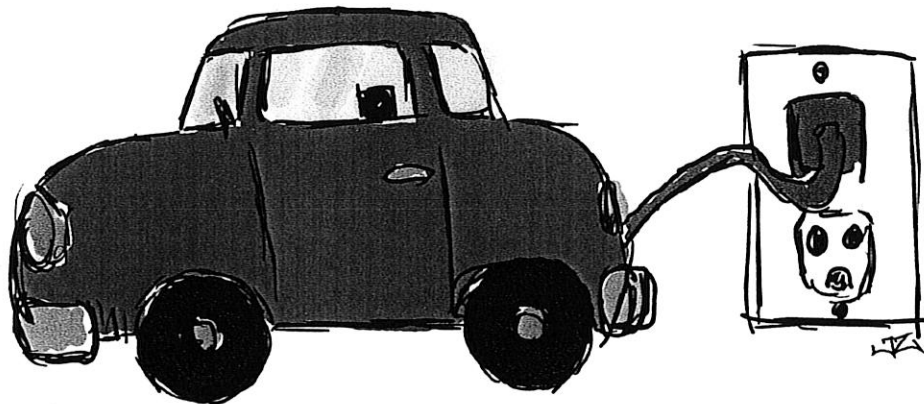
What is the main purpose of Darrow's article?

- A. to convince readers that their cars are using too much energy
- B. to show how to improve driving
- C. to convince people that electric cars are good
- D. to show how the environment can be saved

Source: California Department of Education, Released CAHSEE question

Hint: Look at the **title** of the passage!

What's the correct answer? C





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Answer Key: Reading Comprehension Strand

A. Questions on the Main Idea

The main idea refers to what a paragraph or an article is all about.

"What is the big idea in the story?"

The main idea of a story or article is generally found in at least one of the following three places:

- the first paragraph
- the last paragraph
- the title

Authors generally **introduce** the main idea in the **first paragraph** and **summarize** it in the **last paragraph**. Finally, the **title** often captures the essence of the text.

B. Questions on the Author's Purpose

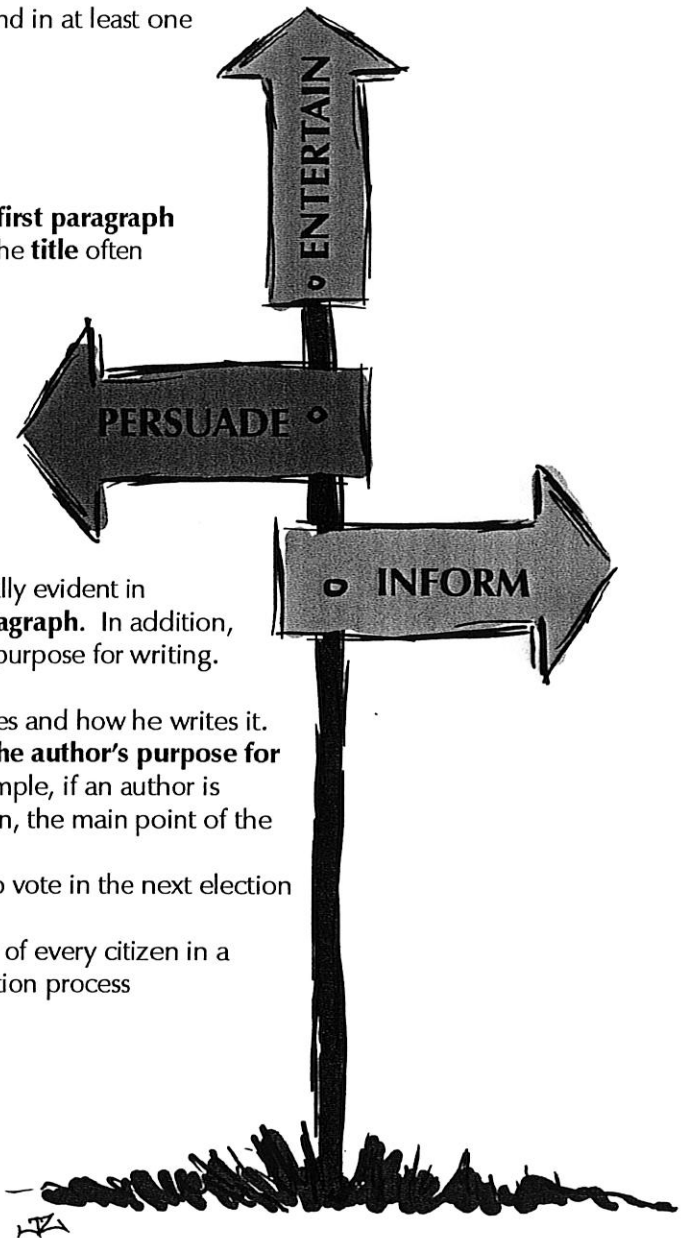
Authors write for different purposes:

- To entertain
- To persuade
- To inform

Like the main idea, the author's purpose is generally evident in the **first paragraph** and reinforced in the **last paragraph**. In addition, the **title** of the passage often reflects the author's purpose for writing.

The author's purpose will determine what he writes and how he writes it. For this reason, the **main idea of a passage and the author's purpose for writing that passage are always related**. For example, if an author is writing to persuade you to vote in the next election, the main point of the passage will likely be one of the following:

- that it is extremely important for everyone to vote in the next election
- that every vote counts
- that it is both the right and the responsibility of every citizen in a democratic society to participate in the election process





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Answer Key: Reading Comprehension Strand

C. Questions on the Tone

The author's **purpose and tone are related**, and being able to identify one allows you to identify the other. If the **purpose** of the article is to **persuade** the reader to do something, the **tone** will likely be **persuasive, forceful, critical** and perhaps even **biased**.

On the other hand, if the **purpose** of the article is to **inform** or **educate** the reader about an issue, the **tone** will be **informative, straightforward, factual**, and **free of bias**.

Finally, if the author's **purpose** is to **entertain** the reader, the **tone** may be **humorous** or **descriptive**.

Like the main idea and the author's purpose, the **tone** of a passage is often evident in the **first paragraph** and reinforced in the **last paragraph**. In addition, the tone of the passage is often evident in the **title** itself.

Example from the CAHSEE

Read the **first paragraph** of "Deadly Leaves, a passage that appeared on the CAHSEE. Then answer the two "Big Idea" questions, on the next page, which are based on this passage.

(**Note:** These questions appeared on the CAHSEE.

First Paragraph from "Deadly Leaves"

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Source: Deadly Leaves, CAHSEE released passage

*can
d night.
dear*





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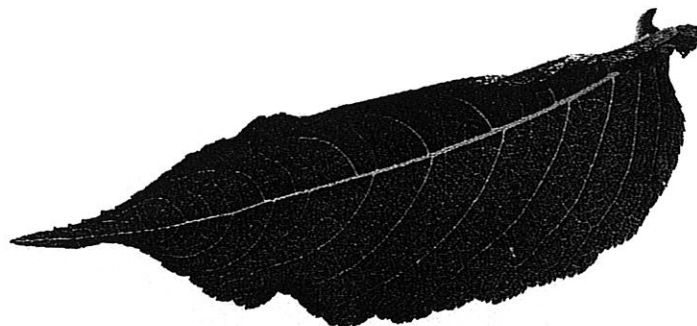
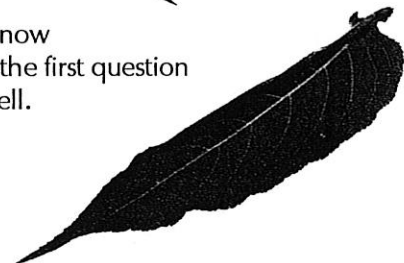
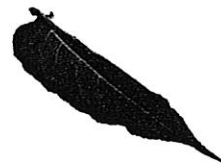
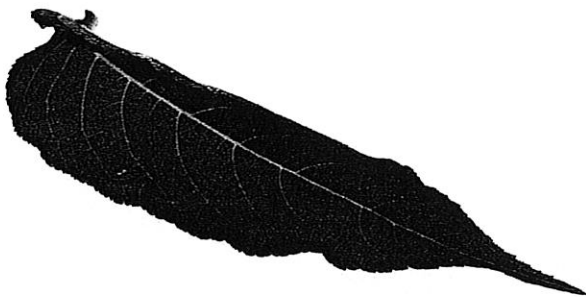
Answer Key: Reading Comprehension Strand

Questions Based on "Deadly Leaves"

The following two questions, based on the passage "Deadly Leaves," appeared on the CAHSEE:

1. What is the purpose of this article?
☒ A. to inform
☐ B. to persuade
☐ C. to entertain
☐ D. to express opinion
2. What tone does the author establish in this article?
☐ A. critical
☐ B. hopeful
☒ C. straightforward
☐ D. humorous

As you can see, the first paragraph provides all you need to know to answer these two questions. Also, knowing the answer to the first question helps you determine the answer to the second question as well.





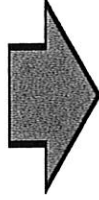



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Answer Key: Reading Comprehension Strand

GUIDELINES FOR DETERMINING PURPOSE AND TONE

QUESTIONS TO ASK YOURSELF	PURPOSE	TONE
<p>Does the author make an argument? Would someone disagree with this argument? If so,</p> 	To persuade	<ul style="list-style-type: none"> • Persuasive • Convincing • Forceful • Critical • Praiseworthy
<p>Does the author express an opinion? Does the author show any bias? If so,</p> 	To Persuade	<ul style="list-style-type: none"> • Persuasive • Forceful • Critical • Angry • Biased
<p>Does the author present information and/or cite facts? Did you learn something? Is the passage free of bias? If so,</p> 	To inform	<ul style="list-style-type: none"> • Informative • Straightforward • Factual • Unbiased
<p>Does the article make you laugh or feel sad? Does it create a mood? Is there a lot of imagery? If so,</p> 	To entertain	<ul style="list-style-type: none"> • Descriptive • Humorous • Sad • Melancholy • Hopeful



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Answer Key: Reading Comprehension Strand

Exercise: Read each passage and identify the author's purpose and tone.
Then support your answer with evidence from the passage.

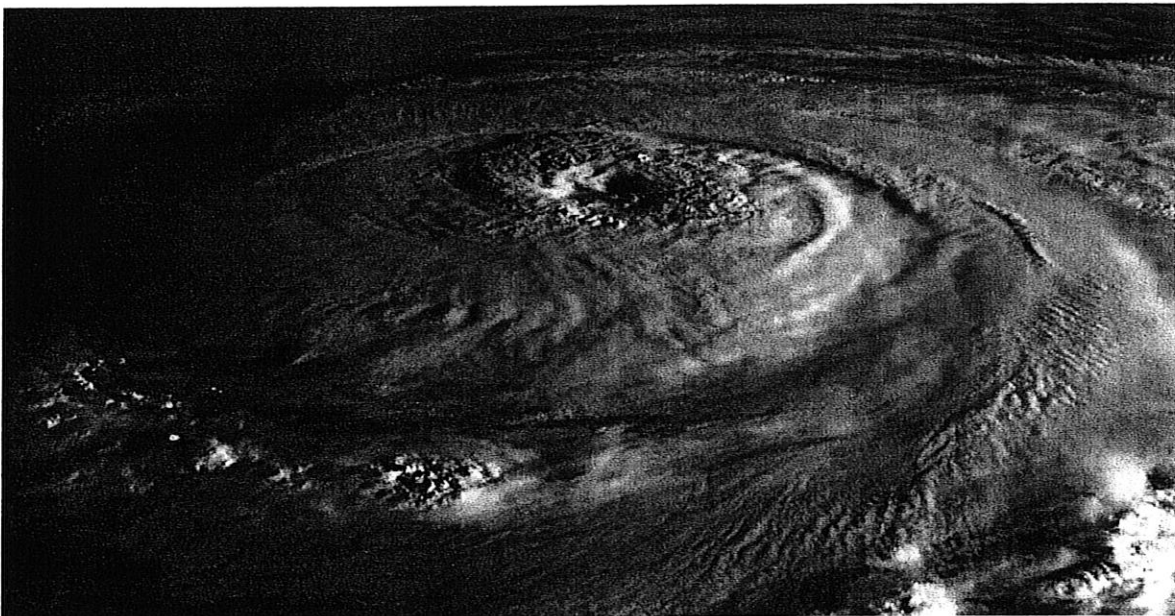
1. An average hurricane releases as much energy as several atomic explosions. Its power output in a single minute could keep the United States in electricity for 50 years. The hurricane that struck Bangladesh in 1970 produced a tidal wave that killed 200,000 people. In 1900, in Galveston, Texas a hurricane created storm tides that swept 6,000 people to their deaths.¹

The author wrote to _____.

- A. persuade the reader that Texas and Bangladesh can be dangerous places to live
- B. compare the weather in Texas and Bangladesh
- C. present factual information about hurricanes
- D. entertain the reader with a story about hurricanes

The author's tone can best be described as _____.

- A. humorous
- B. straightforward
- C. sarcastic
- D. frustrated



¹ Excerpt from *Strange Stories, Amazing Facts* (Reader's Digest)



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Answer Key: Reading Comprehension Strand

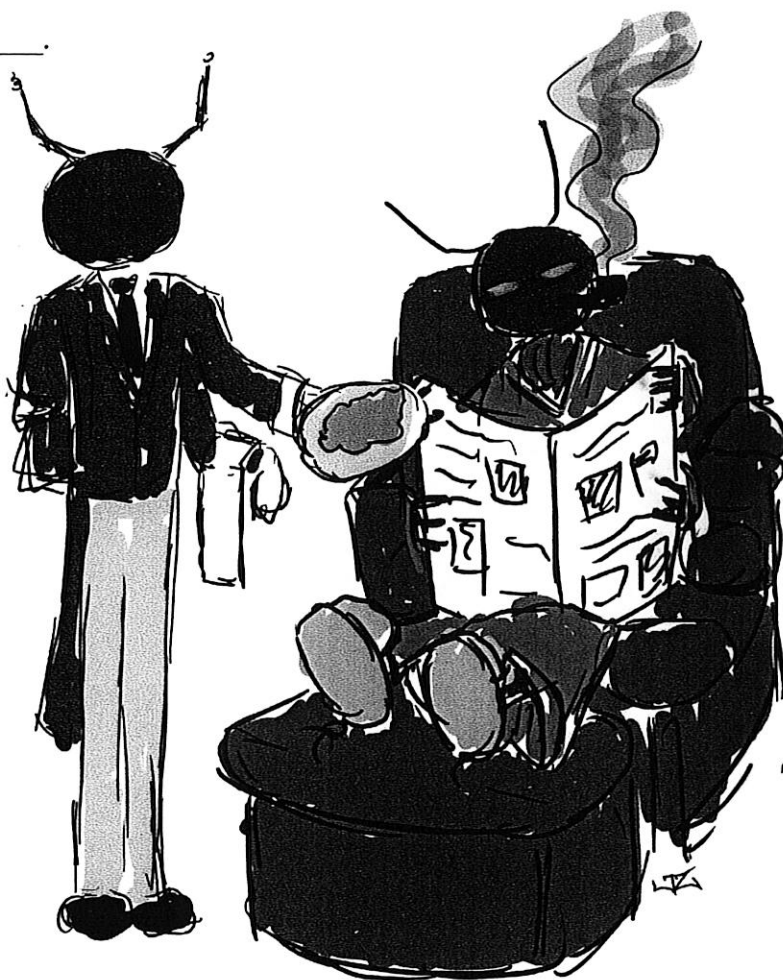
2. Like human beings, ants can be both cooperative and aggressive towards one another; in fact, certain species of ants survive by raiding other ant colonies and enslaving the offspring. Scientists believe that these "slavemaker" ants cannot survive on their own and need other ants to take care of them. The only way in which they can achieve this is by raiding other colonies and seizing the larvae and pupae; they then carry them back to their own colonies and raise them as slaves. Once their slaves die, they raid new colonies, capture new larvae, and acquire a new supply of slaves.

The author wrote to _____.

- A. illustrate the unusual way in which certain ant species survive
- B. convince the reader that ants can play a beneficial role
- C. compare and contrast the distinct roles that ants play
- D. amuse the reader with amusing facts about ants

The author's tone is _____.

- A. hopeful
- B. entertaining
- C. informative
- D. forceful





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Answer Key: Reading Comprehension Strand

3. Everyone should see the film *Ray*. It is, by far, the best movie of the year! Jamie Foxx is fantastic in his role as Ray Charles and the music is amazing! *Ray* is sure to win many Oscars this year.

The author wrote to _____.

- A. describe the role of Jamie Foxx in the movie *Ray*
- B. persuade the reader to see *Ray*
- C. contrast the performance of Jamie Foxx as Ray Charles with the real-life story of Ray Charles
- D. wage a bet that *Ray* will win the Oscars

The author's tone is _____.

- A. persuasive
- B. critical
- C. straightforward
- D. amused



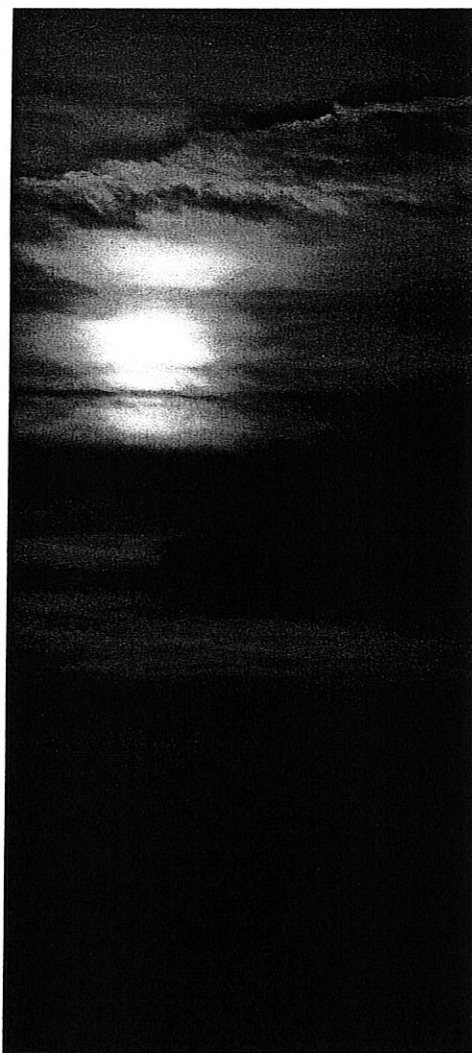


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Answer Key: Reading Comprehension Strand

4. I had been sick for a long time. When the day came for me to leave the hospital, I barely knew how to walk anymore, could barely remember who I was supposed to be. Make an effort, the doctor said, and in three or four months you'll be back in the swing of things. I didn't believe him, but I followed his advice anyway. They had given me up for dead, and now that I had confounded their predictions and mysteriously failed to die, what choice did I have but to live as though a future life were waiting for me?²



The author wrote to _____.

- A. describe a very difficult time in his life
- B. present information about doctors and their advice
- C. frighten the reader with a disturbing story
- D. amuse the reader with a humorous story

The author's tone is _____.

- A. humorous
- B. critical
- C. informative
- D. grave

² Excerpt from *Oracle Night* by Paul Auster



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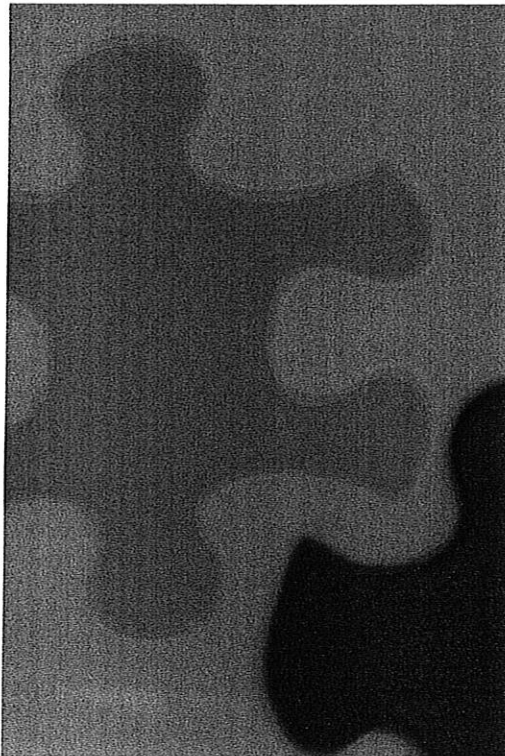
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Answer Key: Reading Comprehension Strand

5. According to some scholars, puzzles may even be older than recorded history. In a fascinating book, entitled *Ancient Puzzles*, Dominic Olivastro speculates that around eleven thousand years ago a tribe living near Lake Edward in modern-day Zaire, who were the ancestors of the Ishango, invented what appears to be the first mathematical game of humanity, consisting of two "dice": bones on which notches represent numbers.³

The author's purpose is to _____.

- A. entertain the reader with a fascinating story about puzzles
- B. persuade the reader that it is important to play mathematical puzzles
- C. convince the reader that Dominic Olivastro is an authority on the history of puzzles
- D. present factual information about the history of puzzles



The author's tone is _____.

- A. hopeful
- B. entertaining
- C. informative
- D. forceful

³ Excerpt from *The Puzzle Instinct* by Marcel Danesi






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Answer Key: Reading Comprehension Strand

QUESTION TYPE V: READ ALL!

These questions usually appear more frequently in the Literary Response & Analysis Strand. They focus on the development of the plot or the characters and require a **close reading** of the text. There are **no shortcuts** for this type of question. You need to read **the text in its entirety, from beginning to end**.

SAMPLE QUESTION STEMS ON THE CAHSEE	WHERE'S THE ANSWER?
<p>How did Billy change throughout the passage?</p> 	<p>Somewhere between the beginning and the end. Read it all!</p>
<p>How would you describe Paul's father?</p> 	<p>These characteristics appear throughout the passage.</p>
<p>What did Aaron learn about himself?</p> 	<p>He may have learned in gradually, or only at the end. Read it all!</p>



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Answer Key: Reading Comprehension Strand



Multiple-Choice Strategies for the CAHSEE

1. Use the **Process of Elimination**: Cross Out Answers that You Know Are Wrong; What's Left Must Be the Correct Answer

Example: Which of the following phrases from the passage is an example of figurative language?

- A. He met me at the bus.
- B. John is an interesting character.
- C. The whoosh of the leaves was a song.
- D. Happiness is possible.

..... ☒
..... ☐
..... ☒
..... ☒

EXAMPLE

Based on the above tip, choose the most likely answer? C

2. Cross Out Answers that Are Correct **But that Don't Answer the Question**

Example: According to the author, why should cigarettes be made illegal?

- A. Many people believe that cigarettes should be made illegal.
- B. Despite all of the health risks, people continue to smoke.
- C. Cigarettes are as addictive and harmful as many illegal drugs.
- D. Cigarettes are available in both regular and menthol flavors.

Based on the above tip, choose the most likely answer? C





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Answer Key: Reading Comprehension Strand

3. Look at the **Title** of the Passage for Clues

Example: What is the author's purpose in writing the article, "Life's Lessons Learned at Pool"?

- A. To inform readers that a new pool has opened in the city
- B. To criticize the management of the local pool
- C. To convince readers to visit the new pool in the city
- D. To entertain readers with a touching story about a boy who saves his brother from drowning in a pool and, in the process, learns the importance of courage



Based on the above tip, choose the most likely answer? **D**

4. Look for **Opposite Choices**: If Two Answers Are Opposite. . . One Is Probably Right

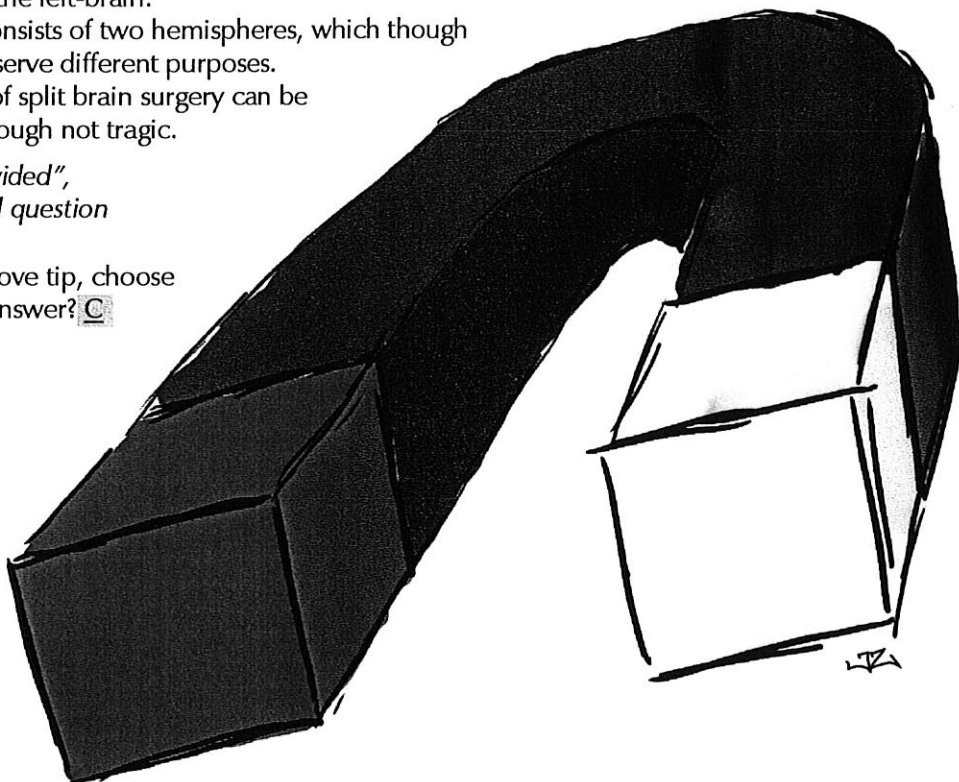
Example from the CAHSEE

Which of the following summarizes the information in the article?

- A. The brain, even when damaged, can recover if the other side takes over.
- B. Though the right brain controls the left side of the body, it is also capable of dominating the left-brain.
- C. The brain consists of two hemispheres, which though connected, serve different purposes.
- D. The effects of split brain surgery can be dramatic, though not tragic.

Source: "A Brain Divided",
CAHSEE released question

Based on the above tip, choose
the most likely answer? **C**










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Answer Key: Reading Comprehension Strand

REVIEW OF QUESTION TYPES AND STRATEGIES

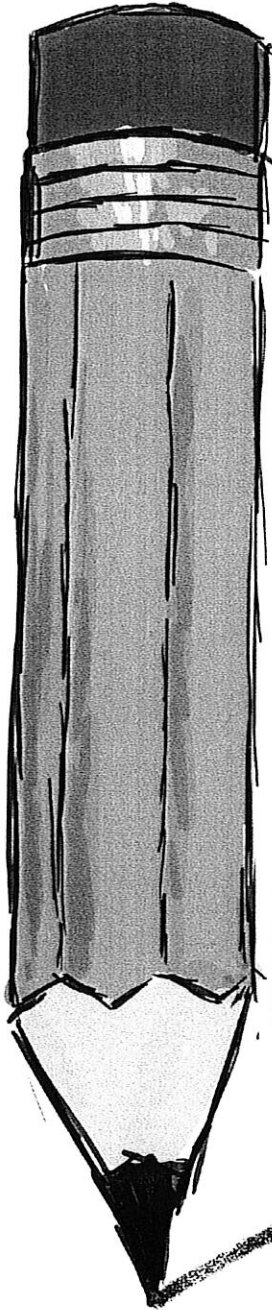
QUESTION TYPE	STRATEGY
 <p>Right There!</p>	<p>Skim & Scan for a particular fact & look for an answer in the same words as the text.</p>
 <p>In Other Words...</p>	<p>Skim & Scan for the reference & then look for an answer stated in different words from the text. This type of question tests your comprehension and ability to "paraphrase" (summarize) what you have read.</p>
 <p>Up Here!</p>	<p>Just use your brain. No need to go back to the text.</p>
 <p>What's the Big Idea...</p>	<p>Look at big idea places:</p> <ol style="list-style-type: none"> 1. Title 2. 1st paragraph 3. Last paragraph
 <p>Read All!</p>	<p>No shortcuts!</p> <p>Read the whole text, from beginning to end!</p>



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UC Davis, School and University Partnerships

Answer Key: Reading Comprehension Strand



NEXT STEPS FOR TUTORS

Upon completion of this workbook, distribute to each student "Reading for Information: Passages & Questions (Student Version)". Read the passages together as a class or group and have students answer the questions. Emphasize the importance of looking at each question and determining the appropriate strategy for finding the answer (i.e. Is it a "Right There" question, an "In Other Words" question, an "Up Here" question, a "Big Idea" question, or a "Read All" question?). Refer to the tutor version for the correct answers.

Once students complete these passages, administer the mid-term assessment for "Reading for Information." Correct all assessments and create new "Individual Student Plans" for each student. Re-form new tutoring groups, based on the above plans and focus on the new (and hopefully narrower) set of skills and concepts that students need to master. Supplement materials in the workbooks with web-based lessons and questions. (Refer to the index on the CAHSEE on Target site. You will need your password.)

Once you re-teach all targeted standards for both reading strands, based on the results of the mid-term assessments for both "Reading for Information" and "Literary Response & Analysis," administer the post-assessment in reading, which includes passages from both strands.

Note: For additional passages and reading comprehension questions, go to the Web site and print out reading exams from Texas.

IN THE NAME OF ALLAH



Department of English, Zabid-College of Education, Hodeidah
University

Reading 1

For 1st Year-English-B.Ed. Students, of the Year 2017-2018, 1st
semester 2017-2018

(For Private Circulation Only)

By

Dr. Abdullah M. M. Ali Shaghi, Assistant Professor of Linguistics
Department of English, Zabid-College of Education, Hodeidah
University

Introduction

This handout of Reading 1 is all from English for everyone: Reading Comprehension <http://www.englishforeveryone.org/>. The reading comprehension worksheets teach students to think critically, draw inferences, understand scope and global concepts, find or recall details, and infer the meaning of useful vocabulary words. It includes:

Informational Passages Reading Comprehension Worksheets

In these reading comprehension worksheets, students are asked questions about information they have read about a specific topic. Each passage reads similar to a newspaper or journal article, and provides interesting information about some aspect of history, nature, mechanics, science, art, and more. Questions involve critical thinking with a focus on logic and inference.

Technical Reading Comprehension Worksheets

In these reading comprehension worksheets, students are asked questions about the meaning, significance, intention, structure, inference, and vocabulary used in each passage. Each passage reads like an encyclopedic or technical journal article. Answers for worksheets in this section can be found at the end of each individual worksheet.

Critical Thinking Reading Comprehension Worksheets (Level_9_passages)

In this series, readers are tested on their ability to perform interpretations, make deductions, and infer the meaning of vocabulary words based on an informational passage.

“Bees”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Bees are insects. Bees are **special** insects because they can **fly**! They can move through the air like an airplane! Bees can fly because they have wings. They use their wings to fly. Bees can fly fast. Bees can also fly slow. They can fly up and they can fly down. They need to fly to get to the flowers!

Bees can have three colors. They can be yellow, red, and orange. All bees are black in some places.

Bees have three main parts. They have a head. They have a body. And, they have a stinger. The stinger is used to **defend** against enemies. They also have six legs. They use their legs to stand and climb. They also use their legs to eat and collect pollen.

Bees live in many places. They live in Africa, Australia, Asia, Europe, North America, South America. The only **continent** that bees do not live on is Antarctica! I understand why they don't live in Antarctica. It's too cold!

Most of the time, bees are nice to humans. If you do not **bother** them, they will not bother you. Have fun watching the bees this summer!



Questions:

1) What are bees?

- A. Mammals
- B. Birds
- C. Reptiles
- D. Insects

2) How do bees fly?

- A. They use their legs.
- B. They use their head.
- C. They use their wings.
- D. None of the above.

3) How many legs do bees have?

- A. Two
- B. Four
- C. Six
- D. Eight

4) What is the stinger used for?

- A. To eat food.
- B. To defend against enemies.
- C. Both A and B.
- D. None of the above.

5) Where do bees live?

- A. North America
- B. Asia
- C. Antarctica
- D. Both A and B

Vocabulary:

1) Bees are **special**. This means...

- A. bees are normal.
- B. bees are regular.
- C. bees are unusual.
- D. bees are average.



2) Bees can **fly**. This means...

- A. bees can move through the air.
- B. bees can dig in the ground.
- C. bees can see very far.
- D. bees can swim through the water.

3) What is the opposite of **defend**?

- A. Run
- B. Hide
- C. Protect
- D. Attack

4) What is a **continent**?

- A. A large piece of connected land.
- B. A large river.
- C. A small part of the ocean.
- D. A swamp.

5) If you **bother** something, you...

- A. make it angry.
- B. make it get upset.
- C. make it mad.
- D. All of the above.



"Frogs"

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Frogs live on land and in water. Frogs have long back legs and short bodies. Their eyes stick out. They do not have tails. Most of the time they move in the water, but they can also move on land. Frogs have **smooth**, not bumpy, skin. They can breathe through their skin. Their skin must stay wet so they can breathe through it. Young frogs must breathe through their skin. Older frogs grow **lungs**. They breathe through their lungs when they are on land, just like people do. Frogs lay their eggs in **ponds** and other bodies of water, like lakes.

Frogs must move fast to catch something to eat. They must also get away from bigger animals. Some frogs have webs of skin between their toes. Webbed toes are good because it helps them to swim very fast. Tree frogs have toe pads. The toe pads help them **hang on** when they **climb**. When they climb, they move up trees or rocks. Some tree frogs live high in very tall trees. Those tree frogs have webs between their toes. They can jump from tree to tree. They can't fly, but they can stay in the air for a long jump.

Questions:

1) A young frog's skin must stay wet so...

- A. the frog can swim.
- B. the frog can climb
- C. the frog can lay eggs.
- D. the frog can breathe.

2) Where do frogs lay their eggs?

- A. In water
- B. On land
- C. In trees
- D. Under rocks



3) How are young and old frogs different?

- A. Only older frogs have lungs.
- B. Only young frogs can swim.
- C. Only young frogs can live in water.
- D. Only older frogs must have wet skin.

4) Some frogs have toe pads to help them...

- A. climb.
- B. swim.
- C. jump.
- D. fly.

5) What helps frogs swim and jump?

- A. Toe pads
- B. Their lungs
- C. Their smooth skin
- D. Webs of skin between their toes

Vocabulary:

1) **Smooth** skin is...

- A. not bumpy.
- B. not wet.
- C. bumpy.
- D. wet.

2) People and frogs both use **lungs** to...

- A. climb.
- B. move fast.
- C. breathe.
- D. get something to eat.

3) **Ponds** are...

- A. small frogs.
- B. frog eggs.
- C. large animals
- D. bodies of water.



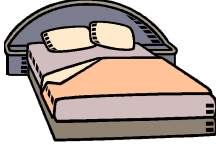
4) To **hang on** means to...

- A. fall down.
- B. hold on.
- C. go on.
- D. None of the above.

5) To **climb** means to...

- A. move fast.
- B. take in.
- C. move up.
- D. move in.





“Beds”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

A long time ago, people didn’t sleep in beds. Ten thousand years ago, people probably slept on leaves and animal furs.

Long ago in Egypt, people ate, slept, and talked to friends in bed. Over 3,000 years ago, King Tut of Egypt had a beautiful bed made of wood and gold! But **common** people in Egypt slept on beds of grass and leaves.

In the 16th **century**, in the 1500’s, people piled bird feathers or straw on rope webs. Later, people made **mattresses** by stuffing feathers inside large cotton bags.

Louis 14th, king of France from 1643 until 1715, had 413 beds. He liked to talk to his friends and do his work in bed. He liked beautiful beds.

In 1865, people started to put springs under their mattress to make it more **flexible**. This would make it bend and flex when the sleeper moved. By the 1930’s, most beds had springs. About 100 years after people started to put springs under their mattress, the modern waterbed was **invented**.

Today there are different kinds of beds. Some people have waterbeds. Some sleep on mats. Others sleep on foam mattresses or airbeds.

Questions:

1) King Tut and Louis 14th both had...

- A. springs in their beds.
- B. beds made of fur.
- C. beautiful beds.
- D. many beds.

2) How many beds did Louis 14th have?

- A. 3,000
- B. 1,715
- C. 1,643
- D. 413

3) Who liked to talk in bed?

- A. Egyptian people
- B. French people
- C. The king of France
- D. Both A and C are correct.

4) The modern waterbed was invented in...

- A. the 1830’s.
- B. the 1860’s.
- C. the 1930’s.
- D. the 1960’s.

5) What do people sleep on now?

- A. Foam mattresses
- B. Waterbeds
- C. Airbeds
- D. All of the above

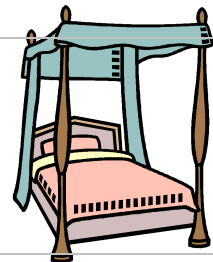
Vocabulary:

1) The best synonym for **common** is...

- A. rich.
- B. sleepy.
- C. ordinary.
- D. important.

2) A **century** is...

- A. 1 year.
- B. 10 years.
- C. 100 years.
- D. 1000 years.



3) **Mattresses** are...

- A. mats filled with something soft.
- B. wooden frames for beds.
- C. types of rope.
- D. kings.

4) Something **flexible**...

- A. sleeps very easily.
- B. sleeps a lot.
- C. bends and flexes.
- D. looks beautiful.

5) When something is **invented** it is...

- A. made of something soft.
- B. built of wood and gold.
- C. made for the first time.
- D. built with springs.



“Humans”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

The human body has many parts. People have two arms and two legs. We have two hands and two feet. We have five **fingers** on each hand. We have five toes on each foot.

We each have two eyes on our **face**. We see with our eyes. We each have two ears. We hear with our ears. We each have one nose on our face. We smell with our nose. We each have one **tongue**. We taste with our tongue. We each have one brain. We think with our brain. We each have two **lungs** in our chest. We breathe with our lungs.

Humans can do many things. People can walk. We use our legs and feet to walk. We can run. Running is faster than walking. We use our legs and feet to run. We can climb. We use our arms, hands, legs and feet to **climb**. We can climb up trees or climb up ladders. We can eat and drink. We use our mouth and teeth to eat. We eat meat, fruit, vegetables, and other foods. We can drink lots of things, but we drink water the most. We also use our mouth and teeth to talk.

Questions:

1) Each human has five...

- A. feet on each leg.
- B. toes on each foot.
- C. hands on each arm.
- D. Both A and B are correct.

2) How many ears does each human have?

- A. 1
- B. 2
- C. 5
- D. 10

3) What do we smell with?

- A. Our toes
- B. Our nose
- C. Our lungs
- D. Our fingers



4) We use our legs to...

- A. run.
- B. walk.
- C. climb.
- D. All of the above

5) What do humans eat?

- A. Meat
- B. Water
- C. Ladders
- D. Coffee

Vocabulary:

1) **Fingers** are part of your...

- A. leg
- B. foot
- C. nose
- D. hand



2) Your **face** has your...

- A. eyes, nose and mouth.
- B. arms, legs and feet.
- C. fingers and toes.
- D. feet and toes.

3) Your **tongue** is part of your...

- A. ear.
- B. nose.
- C. chest.
- D. mouth.

4) You use your **lungs** to...

- A. eat.
- B. hear.
- C. smell.
- D. breathe.

5) To **climb** is to...

- A. go in.
- B. go up.
- C. taste food.
- D. drink water.





“Fish”

Reading Comprehension – Informational Passages ⁽⁴⁾

Directions: Read the passage. Then answer questions about the passage below.

There are many **kinds** of fish. There are big fish, small fish, long fish, and short fish. People know about 25,000 different kinds of fish. There are probably 15,000 kinds of fish that people do not know about.

There are many **colors** of fish. There are red fish, blue fish, yellow fish, and white fish.

Fish do not all eat the same things. Some fish eat **flies** or other bugs. Some eat plants like seaweed. Some eat worms. Some fish eat other fish.

The fastest fish can swim almost 70 miles per hour. That’s fast!

The heaviest fish **weighs** 15 tons. That’s very heavy!

The longest fish are sharks. Sharks can be 50 feet long. That’s very long!

The smallest fish is less than 1/3 inch long. That’s very small!

Fish can see, feel, and taste. Some fish can smell. Some can hear sounds in the water. Fish can feel **pain**. When they get hurt, it feels bad.

Questions:

- 1) How many kinds of fish do people know about?

- A. 10,000
- B. 15,000
- C. 25,000
- D. 40,000



- 2) There are many...

- A. kinds of fish
- B. sizes of fish
- C. colors of fish
- D. All of the above



- 3) How fast can the fastest fish swim?

- A. 10 miles per hour
- B. 20 miles per hour
- C. 40 miles per hour
- D. 70 miles per hour

- 4) How long can sharks be?

- A. 40 feet
- B. 50 feet
- C. 60 feet
- D. 70 feet



- 5) How much does the heaviest fish weigh?

- A. 15 pounds
- B. 150 pounds
- C. 15 tons
- D. 150 tons



Vocabulary:

- 1) A word that means the same thing as the word “**kind**” is...

- A. type.
- B. color.
- C. name.
- D. number.



- 2) An example of a **color** is...

- A. big.
- B. red.
- C. long.
- D. kind.

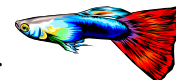
- 3) **Flies** are...

- A. fish.
- B. bugs.
- C. plants.
- D. worms.



- 4) **Weight** is a measure of how...

- A. tall something is.
- B. heavy something is.
- C. fast something is.
- D. smart something is.



- 5) **Pain** is ...

- A. a bad feeling.
- B. a big fish.
- C. a sound.
- D. a taste.





“Houses Around the World”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.



Do you live in a house? You might be surprised to learn that there are many, many kinds of houses. Most people in the United States are used to houses made of wood or bricks. But many people around the world live in houses made of grass, dirt, or cloth.

In the Great Rift Valley of Eritrea, the nomadic people who are in the Atr tribe build their houses of straw. Their houses are shaped like domes – half spheres. The homes are small and cool. The people can move their houses when they want to move. Since the people are **nomads**, they move often. They take their animals to new places in order to find food.

People who belong to the Uros tribe of Lake Titicaca, Peru build their houses of reeds. Not only that — they also live on islands that are made of reeds! Their boats are made of reeds too! About 2,000 people live on these man-made islands. They started to build their own islands about 500 years ago.

In Andalusia, in the south of Spain, some people live in underground houses. This kind of house is called a *cueba*. During the winter, the houses stay warm. During the summer, the houses stay cool.

In Sana’a, Yemen, some people live in tall houses made of bricks. These bricks are made of clay, straw, and soil. The bricks last many years — maybe as long as 500 years. The modern houses in Sana’a are made to look like the older, **traditional** houses, but they are made of concrete instead of bricks.

In Mindanao in the Philippines, some people still live in tree houses. The tree houses are made of bamboo with grass roofs. The houses are good lookouts for snakes and wild animals. The air is cool and the houses stay dry. Now, most people use these tree houses as meeting places.

The fishermen of Sabah, Malaysia build their houses on the water. They use wood from mangrove trees. This wood stays strong in the water. The houses receive official addresses from the government.

Fujian, China has many townhouses that are made of hard-packed **soil**. The dirt becomes as strong as brick when it is packed hard. One large family group lives in a townhouse. The townhouses were built around 300 years ago. A group of townhouses is protected by a thick dirt-packed wall.

In the Gobi Desert in Mongolia, some nomadic people live in homes called *gels*. These homes are made of cloth. The cloth is filled with animal hair. Two poles in the center of the house hold the house up. The people move often to find food for their animals. The houses are easy to move and set up.

Some American Indians live in teepees. These homes are made of cloth or buffalo hide. There are wooden poles used to hold the teepee up. Now some people use teepees only for special ceremonies, but people used to live in them all the time.

The traditional houses of Chitos, Greece, are made of stone. They have arched doorways and indoor courtyards. They have outdoor dining rooms which are **decorated** with tile and rock. This means they are ornamented, and made to look more beautiful.

The Dayak people of Indonesia build some of their houses on stilts, several feet above the ground. The frame of the house is made of iron. The walls are made of tree bark. The floors are made of wooden planks which are placed side by side. The houses are decorated with pictures of water snakes and rhinoceros birds. These animals are part of the people’s story of **creation**, or how the world was made.

People build their houses to fit the needs of their lives. The houses are different, but one thing is the same wherever you go. There’s no place like home!

Questions:

1) How are the islands and the houses of the Uros tribe the same?

- A. They are both made by machines.
- B. They are both made of reeds.
- C. They are both made of soil.
- D. They are both built on land.
- E. They are both very modern.

2) Why did people live in tree houses?

- A. So they could see far.
- B. So they could stay cool.
- C. So they could stay safe.
- D. All of the above.
- E. None of the above.

3) Which groups have cloth houses?

- A. The Atr and the Uros people.
- B. The Dayak and the Greek people.
- C. Mongolians and American Indians.
- D. Andalusians and the Dayak people.
- E. The Greek and the Malaysian people.

4) Where do houses have outdoor rooms?

- A. In Greece.
- B. In Malaysia.
- C. In Indonesia.
- D. In the Philippines.
- E. In the Gobi Desert.

5) Why are Dayak houses decorated with pictures of snakes??

- A. The Dayak people are afraid of snakes.
- B. The snake pictures scare away other animals.
- C. The snakes are part of the Dayak creation story.
- D. Both B and C are correct.
- E. None of the above

Vocabulary:

1) **Nomads** are people who...

- A. live on small farms.
- B. move from place to place.
- C. build their homes of stone.
- D. live in underground houses.
- E. build their homes on the water.

2) **Traditional** houses are houses that have been built...

- A. to be easy to move.
- B. of clay, straw, and soil.
- C. the same way for a long time.
- D. with the dining rooms outdoors.
- E. with decorations of tile and rock.

3) What is another word for **soil**?

- A. Tile
- B. Dirt
- C. Cloth
- D. Brick
- E. Concrete

4) When something is **decorated**, it is...

- A. made larger.
- B. made stronger.
- C. made to look more beautiful.
- D. made to look more frightening.
- E. None of the above.

5) **Creation** is the process of...

- A. making something.
- B. moving something.
- C. living in something.
- D. decorating something.
- E. holding something up.



“Soda Pop”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Soda pop has an interesting story. The story begins with mineral water. Mineral water comes from springs. In many places, people take **baths** in mineral water. They say washing with mineral water is good for their health. Some say drinking mineral water is also good for people.

Mineral water has bubbles in it. People learned to make **bubbly** water in the 1770’s. They added CO₂ to water with a machine to make the water bubbly. The machine was the “soda fountain.” They called the new bubbly water “soda water” or “**carbonated** water.”

American drug stores sold soda water. Druggists put good-tasting flavors in the soda water. People drank soda water for their health. Many people liked it for its good **flavor**. Many people went to the soda fountain every day. Most soda fountains were in drug stores or ice cream shops.

In the early 1900’s, people bought soda water in bottles. Later in the 1900’s, people started to buy flavored soda water in cans. Now it is sold in many containers in **grocery** stores and other places where food is sold. Some people call it “pop.” Some say “soda.” Other people call it “cola,” “tonic,” or “soda pop.”

Questions:

1) People said mineral water baths were...

- A. good for people’s health.
- B. best in the spring time.
- C. good-tasting.
- D. Both A and B are correct.

2) What was a soda fountain?

- A. A drug store
- B. A bath machine
- C. A machine which made ice cream
- D. A machine which made bubbly water

3) At first, Americans bought soda water...

- A. at ice cream shops.
- B. at grocery stores.
- C. at drug stores.
- D. Both A and C are correct.

4) Where does mineral water come from?

- A. Soda fountains
- B. Ice machines
- C. Machines
- D. Springs



5) “Soda” and “pop” are...

- A. both mineral water.
- B. both soda water.
- C. the same thing.
- D. Both B and C are correct.

Vocabulary:

1) **Bathing** is...

- A. drinking water.
- B. washing with water.
- C. selling bubbly water.
- D. putting bubbles in water.

2) **Bubbly** water is...

- A. good tasting.
- B. a drug.
- C. fizzy.
- D. cold.

3) **Carbonated** water is water with...

- A. CO₂.
- B. bubbles.
- C. good-tasting things added.
- D. Both A and B are correct.

4) A **flavor** is...

- A. ice cream.
- B. a drink.
- C. a taste.
- D. soda.



5) **Grocery** stores are...

- A. drug stores.
- B. food stores.
- C. soda fountains.
- D. ice cream shops.



“Tea”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

People drink a lot of tea. There are many kinds of tea. There is black tea. There is green tea. There is white tea. There is red tea. There is yellow tea.

People drink a lot of tea in China. Some people drink it because it is good for them. It makes them **healthy**. Other people drink it because it tastes very good. It tastes **delicious**. People drink a lot of green tea in Japan. People drink a lot of green tea in Korea too. In Vietnam, some people drink coffee **before** they drink tea. People drink a lot of tea in England. Every afternoon, English people drink tea. English people **add** milk to their tea. Finally, many people drink tea in the U.S. In the South, people drink “sweet tea.” **Sweet** tea is cold black tea with sugar.

Most tea comes from China. Some tea comes from India or Sri Lanka. Kenya, Japan, and Indonesia also grow a lot of tea.

Questions:

1) Some tea is...

- A. purple.
- B. green.
- C. pink.
- D. blue.

2) People drink coffee before tea in...

- A. China.
- B. Korea.
- C. England.
- D. Vietnam.

3) People add milk to their tea in...

- A. India.
- B. England.
- C. Vietnam.
- D. Sri Lanka.

4) People drink “sweet tea” in...

- A. The Southern U.S.
- B. The Northern U.S.
- C. Vietnam.
- D. Korea.
- E. Sri Lanka



5) Most tea comes from...

- A. Indonesia.
- B. Kenya.
- C. Japan.
- D. China.

Vocabulary:

1) Tea makes them **healthy**. So, tea...

- A. tastes good.
- B. is many colors.
- C. is good for them.
- D. comes from many places.

2) Things that are **delicious**...

- A. are green.
- B. are yellow.
- C. taste very good.
- D. are good for you.

3) **Before** means...

- A. in front of.
- B. during.
- C. earlier or sooner than.
- D. Both A and C are correct.

4) If you **add** milk to tea, you...

- A. put milk in your tea.
- B. take milk out of your tea.
- C. drink milk after tea.
- D. drink milk before tea.

5) Something **sweet**...

- A. is good for you.
- B. has sugar in it.
- C. tastes bad.
- D. is yellow.



“Ice Fishing”

Reading Comprehension – Informational Passages ⁽⁴⁾

Directions: Read the passage. Then answer questions about the passage below.

The first tip for a good day of ice fishing is to wear the right clothes. You should dress in layers. Wear 2 or 3 shirts, so you can take off a layer when you are warm. Wear a face mask, a warm hat with ear flaps over your ears, and warm gloves and boots.

The second tip is to stay warm. Some people put up cloth **tents** when they go ice fishing. Some people own small ice houses where they can stay warm. You can use a small heater inside the tent or outside on the ice. Be sure to take a hot drink like hot chocolate. You should move around to stay warm. Some people take ice skates.

The third tip is to **check** the ice. Look at it carefully. The ice must be 4 or more inches thick. This is the ice rule: “Thick and blue, tried and true. Thin and crispy, way too **risky**.” Thick ice is safe for ice fishing. Thin ice is dangerous.

The fourth tip is to take the right tools. You need to drill a hole in the ice with an ice drill. Then make the hole bigger with a chopping tool, like an ax. You need to carry your **bait** in a bait bucket. Use worms or small fish for bait. You need a chair to sit on. Take a **folding** chair so you can carry it easily. Be sure to take your fish hooks and fishing rod! Pull all your tools on a sled. Take your cell phone. You might need to call for help.

The fifth tip is to have a great time!

Questions:

1) You need ear flaps over your ears to...

- A. keep water out of your ears.
- B. protect your ears from noise.
- C. keep your ears warm.
- D. Both A and B are correct.

2) You should move around to...

- A. keep warm in the cold weather.
- B. keep from falling in the water.
- C. scare the large animals away.
- D. make the fish come to you.

3) How should you check the ice?

- A. Look at the ice carefully.
- B. Chop a hole in the ice.
- C. Drill a hole in the ice.
- D. Skate on the ice.

4) What can you use for bait?

- A. Hot chocolate
- B. Small fish
- C. Worms
- D. Both B and C are correct.



5) How thick must the ice be?

- A. 2 inches
- B. 3 inches
- C. 4 inches
- D. 5 inches

Vocabulary:

1) **Tents** are...

- A. hats
- B. boots
- C. heaters
- D. shelters



2) Another way to say **check** is...

- A. look over carefully.
- B. cut with an ax.
- C. follow the rule.
- D. use the right tool.

3) Something that is **risky** is...

- A. safe.
- B. thick.
- C. crispy.
- D. dangerous.

4) What is **bait**?

- A. Something the fish want to eat
- B. A kind of pail or bucket
- C. Something to sit on
- D. None of the above.

5) A **folding** chair is a chair that...

- A. you should take ice fishing.
- B. you can fold to make smaller.
- C. you can carry easily.
- D. All of the above.



“Bears”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

American Black Bears live in the U.S., Canada, and Mexico. An American Black Bear can be up to seven feet tall if it stands on its hind legs. A mother Black Bear can have 2-4 baby bears. They have the bears in winter. The baby bears are called **cubs**. **During** the winter, the cubs stay with their mother in the bear den. During the summer, the cubs like to go **outside**. They like to run and play. The cubs drink milk provided by their mother. The cubs eat nuts, berries, and insects. The cubs also love to eat honey. During the winter, the cubs sleep in the den with their mothers. They rest all winter. The cubs will **leave** their mother the next summer. They will move away to start their own family.

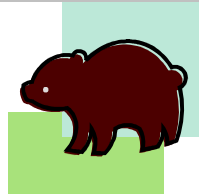
Brown Bears live in the North. They live in Wyoming, Montana, Idaho, Washington, Alaska, Canada, and northern Eurasia. Brown Bears are very big. A Brown Bear can be up to ten feet tall if it stands on its hind legs. Like Black Bear cubs, Brown Bear cubs are born in winter. They drink milk until spring or summer. The mothers have 2-4 cubs. Brown Bear cubs stay with their mothers for 2-4 years. The adult females, called sows, teach them to hunt. They like to hunt at night. They like to hunt in large, open **spaces**. Brown Bears eat mostly fruits and vegetables, but they also hunt and eat other animals.

Questions:

- 1) When are bear cubs born?
 - A. Winter
 - B. Spring
 - C. Summer
 - D. Fall
- 2) What do bears do all winter?
 - A. They learn to hunt.
 - B. They run and play.
 - C. They fish.
 - D. They rest.
- 3) How tall can a Brown Bear get?
 - A. Under 7 feet
 - B. Up to 8 feet
 - C. Under 9 feet
 - D. Up to 10 feet
- 4) Brown Bears leave their mothers...
 - A. when they are 1-2 years old.
 - B. when they are 2-4 years old.
 - C. when they are 3-5 years old.
 - D. when they are 4-5 years old.
- 5) Where do black bears like to hunt?
 - A. In open spaces
 - B. In the woods
 - C. In open spaces and in the woods
 - D. In open spaces and near the water

Vocabulary:

- 1) Bear **cubs** are...
 - A. mother bears.
 - B. baby bears.
 - C. where bears rest.
 - D. groups of bears.
- 2) What is the best synonym for **during**?
 - A. after
 - B. before
 - C. while
 - D. what
- 3) **Outside** is...
 - A. a place where bears hunt.
 - B. a place that is in the woods.
 - C. a place that is not enclosed by walls.
 - D. a place that does not receive sunlight.
- 4) When you **leave**, you...
 - D. go home
 - E. go to sleep
 - F. go away
 - D. go back
- 5) What are open **spaces**?
 - A. Big places with many trees
 - B. Big grassy areas
 - C. Small places with tall trees
 - D. Small grassy areas





“Flags”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

The first flags were probably in China. People flew flags in China over 4,000 years ago. Each part of the army had its own flag so the soldiers could see their leaders. Early flags were sticks of wood. They had pictures cut into the wood.

Iran had metal flags about 3,000 years ago. Old Greek coins show pictures of flags. People in Rome also used flags over 2,000 years ago. People first made flags of **cloth** about 2,000 years ago. Those flags looked like today’s flags.

Flags are important at sea. Most **ships** fly their own country’s flag and the flag of the country they are visiting. When a ship flies only its own flag, it is ready to fight.

Every country now has a flag. Every U.S. state has a flag. Clubs, teams, and schools have flags. The Olympics has a flag. The Olympics flag has five rings of five colors. Each ring stands for, or **represents**, a continent. It means that people from five **continents** – Africa, Asia, Europe, North America, and South America – come to play.

Railway lines also use flags. Railway flags **tell** the trains what to do. For example, a red flag tells the train to stop, just like a stop sign. A blue, white, or green flag tells the train that it can go. A blue flag on the side of a train means someone is working on the train. It means nobody can move the train.

Questions:

1) The first flags were made of...

- A. wood
- B. cloth
- C. rings
- D. metal

2) How many flags do most ships fly?

- A. 0
- B. 1
- C. 2
- D. 3

3) The Olympics flag has...

- A. five rings
- B. five colors
- C. five countries
- D. Both A and B are correct.



4) A white flag tells a train that...

- A. it can go.
- B. it should stop.
- C. it has to be careful.
- D. nobody can move the train.

5) People flew the first flags...

- A. less than 2,000 years ago.
- B. about 2,000 years ago.
- C. about 3,000 years ago
- D. more than 4,000 years ago.

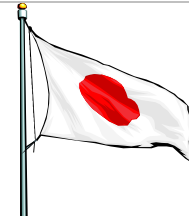
Vocabulary:

1) Another word for **cloth** is...

- A. color.
- B. fabric.
- C. metal.
- D. wood.

2) **Ships** are...

- A. boats.
- B. coins.
- C. flags.
- D. teams.



3) Another way to say **represents** is...

- A. flies.
- B. visits.
- C. works on.
- D. stands for.

4) **Continents** are...

- A. countries.
- B. kinds of games.
- C. large pieces of land.
- D. pictures cut in wood.

5) If you **tell** someone information you...

- A. receive information from them.
- B. want information from them.
- C. take information from them.
- D. give information to them.



“Leonardo da Vinci”

Reading Comprehension – Informational Passages ⁽⁴⁾

Directions: Read the passage. Then answer questions about the passage below.

Leonardo da Vinci was born in 1452 in the area of Florence, Italy. He did many things. He was a scientist. He was an **inventor** - he made new things. He was a musician. He was a mathematician. He was an **architect** – he knew how to plan the construction of buildings. He knew about animals. He knew about plants. He could do many things well. He was very **talented**.

He was famous for his painting. He painted the Mona Lisa and The Last Supper. They are his most famous paintings. Many people know about them. He started working on The Last Supper in 1495 in Milan. He finished it in 1498. He started working on the Mona Lisa in 1503 in Italy. He finished it a short time before he died. It is now in France.

Leonardo’s paintings were very good. He understood how bodies worked. He knew how happy or sad people looked. He knew how **emotion** looked on people’s faces. He understood nature, light, and shadow. His paintings looked real.

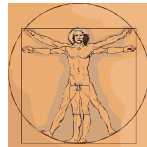
Leonardo had many ideas for inventions. He drew plans for a helicopter. He drew plans for a tank. He had an idea for a calculator. He had an idea for making **solar** power, which is power that comes from the sun.

Leonardo lived at the same time as Michelangelo and Raphael. He was 27 years older than Michelangelo. He was 31 years older than Raphael. Leonardo died in 1519.

Questions:

1) When did Leonardo start the Mona Lisa?

- A. 1495
- B. 1498
- C. 1503
- D. 1519



2) Where is the Mona Lisa now?

- A. In Florence
- B. In France
- C. In Milan
- D. None of the above

3) What was one of Leonardo’s talents?

- A. He could dance.
- B. He was a pilot.
- C. He could cook.
- D. He knew math.

4) What was one of Leonardo’s ideas?

- A. He drew plans for a helicopter.
- B. He made drawings of a TV.
- C. He got power from plants.
- D. He built a zoo.

5) Leonardo was 27 years older than...

- A. Raphael.
- B. Aristotle.
- C. Socrates.
- D. Michelangelo.

Vocabulary:

1) An **inventor** is someone who...

- A. knows about math.
- B. makes power.
- C. makes new things.
- D. understands light and shadow.

2) An **architect** is a person who...

- A. can play music.
- B. plans buildings.
- C. invents new machines.
- D. paints beautiful paintings.

3) Any person who is **talented**...

- A. can do something well.
- B. understands shadow.
- C. can fly a helicopter.
- D. makes solar power.

4) The best synonym for **emotions** is...

- A. health.
- B. shadows.
- C. feelings.
- D. None of the above.

5) What is another way to say **solar**?

- A. Related to talent
- B. Related to nature
- C. Related to the sun
- D. Related to painting



“Tennis”

Reading Comprehension – Informational Passages ⁽⁴⁾

Directions: Read the passage. Then answer questions about the passage below.

Tennis is a sport played between two players (singles) or between two teams of two players (doubles). Each player uses a tennis racket to **strike** a **hollow** rubber ball covered with felt. To win, you must hit the ball into the opponent’s court without the **opponent** being able to hit the ball back.

Tennis **originated** in the United Kingdom in the late 19th century. At first, people played tennis on courts made of grass! These were called “lawn courts”. Now, tennis is played by millions of people all over the world. The rules of tennis have changed very little since it was created in the 1890s.

Most tennis players play tennis because it is fun. It also is a good way to get exercise. While playing tennis, you do **a lot** of running. You move your arms and legs in many ways that they do not normally move.

Questions:

1) What do you use to hit a tennis ball?

- A. A bat
- B. A striker
- C. A racket
- D. None of the above

2) _____ people can play tennis at once.

- A. One
- B. Two
- C. Four
- D. Both B and C

3) Where did tennis originate?

- A. Australia
- B. Asia
- C. The United States
- D. The United Kingdom

4) When did people start playing tennis?

- A. The late 18th century.
- B. The late 19th century.
- C. The late 1800s.
- D. Both B and C.

5) Why do most people play tennis?

- A. Because it is fun.
- B. Because they want to win.
- C. Because they don’t have a basketball.
- D. Both A and B

Vocabulary:

1) If you **strike** something, you...

- A. hit it.
- B. smash it.
- C. hold it.
- D. cross it out.

2) A tennis ball is **hollow**. This means...

- A. it is solid.
- B. is filled with water.
- C. it has air inside it.
- D. None of the above.

3) What is the opposite of **opponent**?

- A. Enemy
- B. Teammate
- C. Ally
- D. Both B and C



4) The passage talks about where tennis **originated**. So, the passage talks about...

- A. where tennis came from.
- B. how tennis is played.
- C. how tennis is scored.
- D. Both B and C.

5) You do **a lot** of running in tennis. This means you...

- A. do a good deal of running.
- B. need to run very much.
- C. need to run very frequently.
- D. All of the above.



“Dogs”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

There are wild dogs and **pet** dogs. Pet dogs are helpers and friends to people. There were no pet dogs 15,000 years ago. Men and women learned how to work with dogs. Dogs helped humans travel from Asia to North America 10,000 years ago by **pulling** sleds in the snow. People say dogs are “man’s best friend.” They help with farming. They help with hunting. They help with fishing. They can pull things for people. They can help find things.

There are many colors of dogs. There are white dogs, gray dogs, black dogs, and brown dogs. A dog’s **fur** can be short or long. Dogs have curly hair or **straight** fur. There are very small dogs. They are only 6-8 inches tall. There are very big dogs. They are about 3 feet tall.

Some dogs can see well. Some dogs do not see very well. All dogs can hear well. They can hear sounds that people cannot hear. They can hear high sounds and low sounds. They can hear sound very far away. All dogs can smell very well. They can smell 40 times better than **humans**!

Dogs live 5 to 13 years, but some dogs live much longer. One dog lived to be 24 years old!

Questions:

1) Dogs helped people go to America by...

- A. pulling sleds in the snow.
- B. helping with farming.
- C. helping find things.
- D. None of the above



2) How tall are the smallest dogs?

- A. 3 inches
- B. 5 inches
- C. 6 inches
- D. 13 inches.



3) How tall are the biggest dogs?

- A. 1 foot
- B. 2 feet
- C. 3 feet
- D. 5 feet



4) What can all dogs do well?

- A. see
- B. hear
- C. smell
- D. Both B and C are correct



5) How old was the oldest dog?

- A. 5 years old
- B. 10 years old
- C. 13 years old
- D. 24 years old



Vocabulary:

1) The best antonym for **pet** is...

- A. wild animal.
- B. domestic animal.
- C. large animal.
- D. friendly animal.



2) The opposite of **pull** is...

- A. receive.
- B. carry.
- C. push.
- D. help.



3) A dog’s **fur** is the dog’s...

- A. nose
- B. eyes
- C. hair
- D. ears



4) **Straight** hair is...

- A. curly.
- B. long.
- C. brown.
- D. not curly.



5) Another word for **human** is...

- A. dog.
- B. animal.
- C. sound.
- D. person.





“Money”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Nine thousand years ago, people did not have money. They traded animals for things they wanted. They traded crops for what they wanted.

In China, in about 1200 B.C., people traded shells for the things they wanted. Chinese people also traded metal **tools** for the things they wanted. For example, they traded metal knives and shovels for the things they wanted. Later in China, people made metal money. In about 100 B.C., the Chinese made money of animal skin. The first paper money was made from white colored **deer** skin. It came from China about 900 years later.

In about 700 B.C., people made the first round metal **coins**. The coins were made of gold and silver. They looked very similar to the coins we use today. These coins came from Lydia. Lydia was located where the country called Turkey is located today. After people made coins in Lydia, people in Rome, Iran, and Greece also began making coins. Coins were very **durable** – they were strong and could last a long time without becoming damaged.

Wampum are necklaces made from beads and seashells. The beads had holes in them. People put beads on strings. American Indians used wampum for money in the 1500’s.

Money changes with time. No matter what it looks like, money is an **idea**. It is the thought that people can trade something they have for something they want. Money makes trading easier.

Questions:

1) Before people had money, they traded...

- A. crops for what they wanted.
- B. animals for what they wanted.
- C. metal tools for what they wanted.
- D. All of the above

2) The first paper money was made in...

- A. the year 1200 B.C. in China.
- B. the year 700 B.C. in Lydia.
- C. the year 800 A.D. in China.
- D. the 1500’s in North America.

3) What was the first paper money made of?

- A. Metal
- B. Tree leaves
- C. Animal skin
- D. White shells

4) The first metal coins came from...

- A. Iran
- B. Lydia
- C. Rome
- D. Greece



5) All money is based on the idea that...

- A. gold and silver are good money.
- B. people can trade what they have for what they want.
- C. people can trade things for animals.
- D. coins are the best kind of money.

Vocabulary:

1) **Tools** are things you...

- A. use for money.
- B. use to do work.
- C. put in the bank.
- D. trade for something.

2) A **deer** is...

- A. a kind of money.
- B. a kind of animal.
- C. made of shells.
- D. gold or silver.



3) What are **coins**?

- A. Round, flat, metal pieces of money
- B. Beads made of white shells
- C. Paper bank notes
- D. Metal knives

4) If something is **durable**, it...

- A. is strong and can last a long time.
- B. is made of metal.
- C. can be used as money
- D. None of the above.

5) An **idea** is a...

- A. coin.
- B. trade.
- C. string.
- D. thought.



“Abraham Lincoln”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Abraham Lincoln was born on February 12, 1809 in a log **cabin** in Kentucky. A cabin is a small house made of wood. When he was seven years old, his family moved to Indiana. In 1830, the family moved to Illinois. As a boy, Abraham Lincoln loved books. He always **borrowed** books from his neighbors. He read them for a short time and then took them back to their owners. He grew very tall. He was 6’4” tall. He weighed 180 pounds.

Abe Lincoln studied law in his free time. He was also interested in **politics**. He ran for political office. He lost in 1832. Later, he was **elected** to the Illinois **legislature** 4 times – in 1834, 1836, 1838, and 1840. People in the legislature make the laws. He became president of the United States in 1861. He was the 16th president of the U.S.

There was a war between the North and the South in the U.S. It was the Civil War. Lincoln called men to fight for the North. The North won the war. There were slaves in the South. Slaves work for no money. They must work. They are not free to do what they want. Lincoln set the slaves free in 1863. He let them go so they did not have to be slaves anymore. Lincoln is famous for that.

Questions:

1) Where was Lincoln born?

- A. Illinois
- B. Indiana
- C. Kentucky
- D. Tennessee

2) Lincoln moved to Indiana at age...

- A. 4.
- B. 6.
- C. 7.
- D. 12.

3) What did Lincoln do in his free time?

- A. He helped his neighbors.
- B. He enjoyed running.
- C. He studied wars.
- D. He studied law.

4) When did Lincoln become president?

- A. 1838
- B. 1840
- C. 1861
- D. 1863

5) Abraham Lincoln was the _____ president of the United States.

- A. 1st
- B. 6th
- C. 12th
- D. 16th



Vocabulary:

1) A **cabin** is a...

- A. hospital.
- B. forest.
- C. house.
- D. None of the above



2) To **borrow** means...

- A. to use for awhile and then return.
- B. to trade one thing for another.
- C. to steal.
- D. to buy.

3) **Politics** is the study of...

- A. government.
- B. war.
- C. law.
- D. None of the above

4) What is another word for **elected**?

- A. Driven
- B. Forced
- C. Chosen
- D. Ordered

5) The **legislature** is the part of government which...

- A. judges people.
- B. makes the new laws.
- C. tells people to follow laws.
- D. All of the above.



“Corn”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Corn is the most popular crop in the United States. More than half the corn in the **US** is grown in Iowa, Illinois, Nebraska, and Minnesota. The **state** of Iowa grows the most. Corn grows almost everywhere. China, Brazil, Mexico, Argentina, India and France grow lots of corn, but the US grows the most.

Corn is an important food in many countries. People use corn flour, called cornmeal, to make baked foods. People also eat cornflakes. At first, people ate cornflakes only in the United States. Now people eat cornflakes all over the world. Some corn is made into popcorn. The corn pops into light fluffy pieces filled with air. People can eat popcorn as a snack. People in the U.S. like to eat corn on the cob. Some people eat corn as a side dish or in salads. Corn **syrup** is a very sweet liquid. Companies use it to make foods taste sweet. Some people even make beer from corn.

In the US, farmers grow corn for their animals to eat. Cows and pigs eat corn. Some companies put corn into food for other animals. For example, some companies put corn in dog food. In Europe, people use corn as fish **bait**, called “dough balls.” They use corn to catch fish.

Some gas companies make **fuel** for cars and trucks from corn. The fuel is ethanol. Some companies add ethanol to gas. Gas with ethanol is cheaper than other gas.

Questions:

1) Which country grows the most corn?

- A. The United States
- B. Argentina
- C. Brazil
- D. India

2) Which kind of corn is a snack?

- A. Dough balls
- B. Cornmeal
- C. Ethanol
- D. Popcorn



3) What fuel is made from corn?

- A. Corn on the cob
- B. Corn syrup
- C. Cornflakes
- D. Ethanol

4) What do people do with cornmeal?

- A. Add it to gas
- B. Bake with it
- C. Feed it to pigs
- D. Make food sweet

5) Which state grows the most corn?

- A. Massachusetts
- B. Delaware
- C. Illinois
- D. Maine

Vocabulary:

1) **US** is an abbreviation for...

- A. us.
- B. ourselves.
- C. United States.
- D. Universal States.

2) A **state** is a...

- A. territory in the US.
- B. region in the US.
- C. type of corn.
- D. type of food made with corn..

3) Corn **syrup** is a...

- A. fuel.
- B. bait.
- C. flour.
- D. liquid.

4) What is **bait** used for?

- A. It makes cars and trucks run.
- B. It is used to catch fish.
- C. It makes food sweet.
- D. None of the above.

5) **Fuel** is used...

- A. to feed animals.
- B. to make beer.
- C. to power cars.
- D. All of the above.





“Umbrellas”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

The umbrella is an old idea. It has not changed much over time. Old **sculpture** (art made with clay) from the Middle East, shows the king with an umbrella. The sculpture is over 1,000 years old. At that time, common people did not have umbrellas. Only **royalty** had them.

More than 2000 years ago, fashionable women carried umbrellas in ancient Greece. In China, only royalty used umbrellas. In old Chinese books, there are **illustrations** of umbrellas. These pictures were made with paint, blood, and special drawing tools. The umbrellas in old Chinese books look a lot like today’s umbrellas.

There is not much information about umbrellas in Europe in the Middle Ages. People probably used their coats to protect themselves from the rain. People in the South Pacific used umbrellas made of palm leaves to protect themselves from the sun and rain.

There have been many **improvements** to umbrellas. Now, **modern** umbrellas are better than the old umbrellas. The old umbrellas were often made of oiled silk. Modern umbrellas are made of cotton or plastic. Old umbrellas had ribbing made of wood. Modern umbrellas have steel ribs. Also, the trunk of the modern umbrella extends like a telescope. It can collapse and become shorter or extend and become longer.

Questions:

1) Fashionable women had umbrellas in...

- A. Europe in the Middle Ages.
- B. the South Pacific.
- C. the Middle East.
- D. ancient Greece.

2) In ancient China ...

- A. only royalty had umbrellas.
- B. umbrellas were made of palm leaves.
- C. umbrellas looked modern.
- D. Both A and C are correct.

3) In Europe in the Middle Ages...

- A. people used their coats to keep dry.
- B. people used modern umbrellas.
- C. people used silk umbrellas.
- D. None of the above.

4) People in the South Pacific used...

- A. umbrellas made of palm leaves.
- B. umbrellas made of plastic.
- C. collapsing umbrellas.
- D. telescopes.

5) Old umbrellas were often made with...

- A. steel.
- B. cotton.
- C. plastic.
- D. oiled silk.



Vocabulary:

1) **Sculpture** is...

- A. art made with wood.
- B. art made with clay.
- C. writing in books.
- D. pictures in books.

2) **Royalty** is...

- A. fashionable women.
- B. kings and queens.
- C. common people.
- D. information.



3) Another word for **illustrations** is...

- A. texts.
- B. coats.
- C. pictures.
- D. umbrellas.

4) What is an **improvement**?

- A. A way of making something better
- B. A way of keeping rain off people
- C. A kind of telescope
- D. None of the above

5) The best synonym for **modern** is...

- A. young.
- B. old.
- C. new.
- D. nice.



“Benjamin Franklin”

Reading Comprehension – Informational Passages

Franklin

Directions: Read the passage. Then answer questions about the passage below.

Benjamin Franklin was born in 1706 in Boston, Massachusetts. He came from a big family. He had 16 brothers and sisters. When Benjamin was 15, his brother started the first Boston newspaper. It was called *The New England Courant*. He worked for the newspaper for a short time, but he was not happy. So, he went to Philadelphia and worked as a printer. In 1729, he bought a newspaper business. The newspaper was the *Pennsylvania Gazette*. He was very busy. In 1733, he started **publishing** *Poor Richard’s Almanac*. His pen name (the name he used as an author) was Richard Saunders. This book came out every year. Almanacs have information about weather and crops. They also have **wise** sayings. The wise saying “A penny saved is a penny earned” comes from *Poor Richard’s Almanac*.

Benjamin Franklin was also an inventor. In 1743 he invented a very good stove called the Franklin stove. He invented swim fins. He invented bifocal glasses. He also invented the first odometer. He **retired** from his newspaper **business** in 1749. He stopped working on it. Then he became busy with science.

Benjamin Franklin was also very interested in American politics. He helped Thomas Jefferson write the *Declaration of Independence*. In 1776, he and other people **signed** the *Declaration of Independence*. Franklin died on April 17, 1790. He was 84 years old.

Questions:

1) Which newspaper did Ben Franklin buy?

- A. *The New England Courant*
- B. *The New England Gazette*
- C. *Pennsylvania Courant*
- D. *Pennsylvania Gazette*

2) What was Ben Franklin’s pen name?

- A. Richard Franklin
- B. Richard Saunders
- C. Thomas Jefferson
- D. Benjamin Saunders

3) He started publishing his almanac in...

- A. 1729.
- B. 1733.
- C. 1743.
- D. 1749.



4) What did Ben Franklin invent?

- A. Electricity
- B. Swim suits
- C. Bifocals
- D. Both B and C are correct.

5) What did Franklin write with Jefferson?

- A. *The Declaration of Independence*
- B. *The New England Courant*
- C. *Poor Richard’s Almanac*
- D. *The Pennsylvania Gazette*

Vocabulary:

1) **Publishing** means...

- A. printing for many people to read.
- B. selling in a large store.
- C. inventing things.
- D. giving advice.

2) **Wise** means...

- A. intelligent.
- B. sweet.
- C. kind.
- B. ridiculous.

3) What is another way to say **retired**?

- A. Earned
- B. Helped write
- C. Became busy
- D. Stopped working



4) What is a **business**?

- A. A service or trade which earns money
- B. A person who signs with others
- C. A workers’ group
- D. None of the above.

5) When Franklin **signed** the *Declaration*...

- A. he helped write it.
- B. he wrote his name on it.
- C. he wrote a wise saying in it.
- D. Both A and C are correct.



"Cars"

Reading Comprehension – Informational Passages ⁽⁴⁾

Directions: Read the passage. Then answer questions about the passage below.

Karl Benz invented the modern car in 1888 in Germany. Emile Roger worked for Benz in France. He made cars in France. By 1900, many people were building cars in France and in the U.S. The first company to build only cars was Panhard et Levassor in France. Panhard started in 1889. The Peugeot car company started in 1891 in France. In the US, Frank and Charles Duryea started the Duryea Motor Wagon Company in 1893. It was the first US car company. By 1902, Ransom E. Olds started the Olds Motor Vehicle Company. A year later, Henry Ford started the Ford Motor company. It **produced** the Cadillac. All these early modern cars burned gasoline or diesel **fuel**.

Ford opened factories in France and Britain in 1911. Then, they opened a **factory** in Denmark in 1923. Later, they opened a factory in Germany in 1925. Ford was one of the first manufacturers to use an **assembly line**. With an assembly line, factory workers could produce cars faster and safer than other production systems.

Most modern cars still burn gasoline or diesel fuel. These cars cause air **pollution**. They get the air dirty. Now many people are looking for cleaner cars. And, many car companies are looking for cleaner fuels.

Questions:

1) Which company first built only cars?

- A. Benz
- B. Ford
- C. Duryea
- D. Panhard

2) When did the Peugeot car company start?

- A. 1888
- B. 1889
- C. 1890
- D. 1891



3) What was the first U.S. car company?

- A. Ford
- B. Olds
- C. Duryea
- D. Cadillac

4) The Ford Motor Company opened a...

- A. factory in Denmark in 1911.
- B. factory in Germany in 1925.
- C. factory in Britain in 1929.
- D. factory in France in 1931.

5) Whose idea was the assembly line?

- A. Charles Duryea's
- B. Emile Roger's
- C. Henry Ford's
- D. Karl Benz's

Vocabulary:

1) **Produced** means...

- A. bought.
- B. named.
- C. made.
- D. sold.



2) **Fuel** is...

- A. a car production system.
- B. what makes cars go.
- C. the price of a car.
- D. None of the above

3) What is a **factory**?

- A. A place where people make things
- B. A place where people recycle things
- C. A school for car workers
- D. A school for drivers

4) What is an **assembly line**?

- A. A way of making products
- B. A safe way of making products
- C. A quick way of making products
- D. All of the above.

5) **Pollution** in the air is...

- A. dirty air.
- B. clean air.
- C. a kind of fuel.
- D. a system of production.



Beginning Informational Passages Reading Comprehension Answer Key

Bees 1. D 1. C 2. C 2. A 3. C 3. D 4. B 4. A 5. D 5. D	Frogs 1. D 1. A 2. A 2. C 3. A 3. D 4. A 4. B 5. D 5. C	Beds 1. C 1. C 2. D 2. C 3. C 3. A 4. D 4. C 5. D 5. C	Humans 1. B 1. D 2. B 2. A 3. B 3. D 4. D 4. D 5. A 5. B	Fish 1. C 1. A 2. D 2. B 3. D 3. B 4. B 4. B 5. C 5. A
Houses around the World 1. D 1. B 2. A 2. B 3. C 3. D 4. A 4. A 5. D 5. B	Soda Pop 1. A 1. B 2. D 2. C 3. C 3. D 4. D 4. C 5. D 5. B	Tea 1. B 1. C 2. D 2. C 3. B 3. D 4. A 4. A 5. D 5. B	Ice Fishing 1. C 1. D 2. A 2. A 3. A 3. D 4. D 4. A 5. C 5. D	Bears 1. A 1. B 2. D 2. C 3. D 3. B 4. B 4. C 5. B 5. B
Flags 1. A 1. B 2. B 2. A 3. D 3. D 4. A 4. C 5. D 5. D	Leonardo da Vinci 1. C 1. C 2. B 2. B 3. D 3. A 4. A 4. C 5. D 5. C	Tennis 1. C 1. A 2. D 2. C 3. D 3. D 4. B 4. A 5. A 5. D	Dogs 1. A 1. D 2. C 2. C 3. C 3. C 4. D 4. D 5. D 5. D	Money 1. D 1. B 2. C 2. B 3. C 3. A 4. B 4. A 5. B 5. D
Lincoln 1. C 1. C 2. C 2. A 3. D 3. A 4. C 4. C 5. D 5. B	Corn 1. A 1. C 2. D 2. A 3. D 3. D 4. B 4. B 5. C 5. C	Umbrellas 1. D 1. B 2. C 2. B 3. A 3. C 4. A 4. A 5. D 5. C	Benjamin Franklin 1. D 1. A 2. B 2. A 3. B 3. D 4. B 4. A 5. A 5. B	Cars 1. C 1. C 2. D 2. B 3. C 3. A 4. B 4. D 5. C 5. A

• Beginning Critical Reading – Paper

Paper has many uses. People draw on paper. People paint on paper. People write on paper. People clean with paper. People make boxes out of paper. People blow their noses on paper. Books are made of paper. Magazines are made of paper. Some money is printed on paper. Sandpaper is made of paper. Wallpaper is made of paper.

5 Some paper is made from plants. Some paper is made from cotton. Some paper is made from bamboo. Some paper is made from wheat. Most paper is made from trees. 95% of paper is made from trees. Some paper is made from pine trees. Some paper is made from oak trees. Some paper is made from maple trees. Some paper is recycled. When paper is recycled, new paper is made from old paper.

10 Some people say they work in paper-free offices. Some people think computers will take away the need for paper. But people will always need to blow their noses. People will want to sand surfaces with sandpaper. People will want to paint or draw on paper. People will want to put things in paper boxes. So, people will probably need to use paper for many more years.

Questions

1. According to the passage, which of the following statements is/are true?

- I) Ninety-five percent of paper is made from pine trees.
- II) Computers will take away the need for paper.
- III) There will probably always be uses for paper.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. What is the main idea of the second paragraph?

- A) What is made of paper
- B) What paper is made of
- C) What people think of paper
- D) The many uses of paper
- E) The future of paper

3. In line 12, *sand* most closely means

- A) grainy mineral
- B) paint or color
- C) polish or smooth
- D) use for storage
- E) draw

Answers and Explanations

1. The correct answer is **C**.

- I) Incorrect. According to line 7, “Ninety–five percent of paper is made from *trees*. Some paper is made from *pine trees*.”
- II) Incorrect. According to lines 10-11, “*Some people think* computers will take away the need for paper.” So while it *might* be true that computers will take away the need for paper, the passage states that it is some people’s *opinion*, **not** a *fact*.
- III) Correct. According to lines 13-14, “People will probably always need to use paper.”

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The correct answer is **B**.

- A) Incorrect. The second paragraph tells *what paper is made of*. For example, according to line 5, “Some paper is made from plants. Some paper is made from cotton.” *The first paragraph* tells *what is made of paper*. According to lines 3-4, “Books are made of paper. Magazines are made of paper.”
- B) Correct. The second paragraph tells *what paper is made of*. For example, according to line 5, “Some paper is made from plants. Some paper is made from cotton.”
- C) Incorrect. The second paragraph tells *what paper is made of*. For example, according to line 5, “Some paper is made from plants. Some paper is made from cotton.” *The third paragraph* contains some information about *what people think*. For example, according to lines 10-11, “*Some people think* computers will take away the need for paper.”
- D) Incorrect. The second paragraph tells *what paper is made of*. For example, according to line 5, “Some paper is made from plants. Some paper is made from cotton.” *The first paragraph* tells about the *many uses of paper*. For example, according to line 1, “Paper has many uses. People draw on paper. People paint on paper.”
- E) Incorrect. The second paragraph tells *what paper is made of*. For example, according to line 5, “Some paper is made from plants. Some paper is made from cotton.” *The third paragraph* discusses the *future of paper*. For example, according to lines 10-11, “Some people think computers will take away the need for paper. But people will always need to blow their noses.”

3. The correct answer is **C**.

- A) Incorrect. In lines 11–12, the word *sand* is used as a **verb**. According to the passage, “Some people will want to *sand* surfaces with sandpaper.” While the word *sand* **does** sometimes refer to a mineral, *that* usage of *sand* is a **noun**, **not** a **verb**. So in this case, the word *sand* **cannot** mean a *grainy mineral*.
- B) Incorrect. While it is true that people *paint or color* on surfaces and that there is a reddish–brown *color* which is called *sand*, *paint or color* is probably **not** the meaning of

sand as it is used in this line, because the *following* sentence states that “Some people will want to *paint or draw* on paper.”

- C) Correct. The meaning of *sand* in this sentence is to *smooth or polish*. Since sandpaper has a rainy surface, it *smoothes or polishes* other surfaces when it is rubbed against them.
- D) Incorrect. Since the third paragraph contains a listing of possible future uses of paper, *storage* **does** appear as one of the possible uses. **However**, it appears in line 13 – “Some people will want to put things in paper boxes.” Since putting things in boxes is *storing* things, **this** is the sentence where *storage* is listed. So it is **unlikely** that *sand* means *use for storage*.
- E) Incorrect. Since the third paragraph is a listing of possible future uses of paper, *drawing* on paper **does** appear as one of the possible future uses. However it is used in lines 13-14, “Some people will want to *paint or draw* on paper.” So *sand* probably does **not** refer to *drawing*.

• Beginning Critical Reading – The Flu

The flu is the common name for influenza. The flu is a respiratory sickness. The flu can be mild. The flu can be bad. Sometimes the flu can even cause death. Each year in the U.S., 5% - 20% of people get the flu. Each year in the U.S., up to 60 million people get the flu. Each year in the U.S., about 200,000 people go to the hospital because of the flu. Each year in the U.S., about 36,000 people die from problems related to the flu.

The flu is caused by a virus. A virus is a germ. People can spread the virus. The virus can live in tiny drops of liquid. If you have the virus, you can spread it by coughing. You can get the virus by touching a something that has the virus on it and then touching your eyes, nose, or mouth.

A flu shot can prevent the flu. The nasal flu mist can also prevent the flu. The shot and the nose spray are vaccines. Talk to your doctor about getting a vaccine. You can get information about the flu shot and nasal spray from your local health department.

If you get the flu, you might get a headache. You might have a fever. You might have a cough and a runny nose. You might have a sore throat. You might feel very tired. Your body might hurt all over. Some people have diarrhea and vomiting.

You can help stop the spread of the flu virus. The Centers for Disease Control remind you to cover your cough. You should cough into a tissue and throw the tissue away. Or you can cough into the inside of your elbow, into your own clothing. The Centers for Disease Control also remind you to clean your hands. You can use hand sanitizer. You should use an alcohol-based hand sanitizer for the best results. You can use soap and water. You should wash your hands with warm water and soap for at least 20 seconds. Studies show that washing your hands for 2 minutes with hot, soapy water is the best way to get the most germs off your hands. Be sure to wash under your fingernails and between your fingers.

Questions

1. According to the passage, which of the following statements is/are true?
 - I) At least 5% of the U.S. population gets the flu each year.
 - II) There are three types of flu vaccine.
 - III) Each year in the U.S., about 20% of people who have the flu die from it.
 - A) I only
 - B) II only
 - C) III only
 - D) I and II only
 - E) II and III only
2. What is the main idea of the fifth paragraph?
 - A) How to wash your hands
 - B) How long to wash your hands
 - C) How to stop the spread of the virus
 - D) What studies have shown about hand-washing
 - E) Why you should cough into your elbow
3. In line 11, *vaccine* most closely means
 - A) nose
 - B) health
 - C) protection
 - D) shot
 - E) spray

Answers and Explanations

1. The correct answer is **A**.

- I)** Correct. Lines 2-3 state that “Each year in the U.S., 5% -20% of people get the flu.” Therefore, the *lowest* percentage of people who gets the flu in the U.S. each year is 5%. That means that *at least* 5% of the U.S. population gets the flu each year.
- II)** Incorrect. Lines 10-11 state that “The shot and the nose spray are vaccines.” The flu shot and the nose spray comprise *two* types of vaccine. While there **may** be three or more types of vaccine, only *two* types of vaccine **are mentioned in the passage**.
- III)** Incorrect. Line 3 states that “Each year in the U.S., up to 60 million people get the flu.” Lines 4-5 state that “Each year in the U.S., about 36,000 people die from problems related to the flu.” **Twelve million** is 20% of 60 million. Since up to 60 million people in the U.S. have the flu each year, **12 million** people in the U.S. would be about 20% of the people in the U.S. who have the flu. Since about **36,000** people die from problems associated with the flu, the statement is **not** correct.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The correct answer is **C**.

- A)** Incorrect. While lines 20-23 state that “You should wash your hands with warm water and soap for at least 20 seconds. Studies show that washing your hands for 2 minutes with hot, soapy water is the best way to get the most germs off your hands. Be sure to wash under your fingernails and between your fingers,” this procedure is outlined as a recommendation of the Centers for Disease Control as a method of stopping the spread of the flu, **not** as the *main idea* of the paragraph.
- B)** Incorrect. While lines 20-23 state that “You should wash your hands with warm water and soap for at least 20 seconds. Studies show that washing your hands for 2 minutes with hot, soapy water is the best way to get the most germs off your hands,” this procedure is outlined as a recommendation of the Centers for Disease Control as a method of stopping the spread of the flu, **not** as the *main idea* of the paragraph.
- C)** Correct. Line 16 states that “You can help stop the spread of the flu virus.” The passage then outlines methods of *stopping the spread of the virus*. These include coughing into a tissue and throwing the tissue away (line 17), coughing into the inside of your elbow (line 18), and cleaning your hands (line 19). The remainder of the paragraph outlines the recommended methods of cleaning your hands.
- D)** Incorrect. While lines 21-22 state that “Studies show that washing your hands for 2 minutes with hot, soapy water is the best way to get the most germs off your hands,” the passage gives this information to **support** the *main idea* that you can help stop the spread of the virus (line 16), and that one way of stopping the spread of the virus is by cleaning your hands (line 19).
- E)** Incorrect. While lines 17-18 state “Or you can cough into the inside of your elbow, into your own clothing,” the **reason** for coughing into your elbow is **not** given.

3. The correct answer is C.

- A) Incorrect. Lines 10-11 state that “The shot and the *nose* spray are *vaccines*.” Since the *nose* spray is a *vaccine*, the word *vaccine* **cannot** mean *nose*.
- B) Incorrect. Lines 10-11 state, “The flu shot can prevent the flu. The nasal flu mist can also prevent the flu. The shot and the nose spray are *vaccines*. Talk to your doctor about getting a *vaccine*.” Since the shot and the nose spray can prevent the flu, they are items which can **promote** *health*. However, they are **not** *health* itself. Therefore, the *vaccine* is **not** *health* itself, but a way of **promoting** good *health*.
- C) Correct. Lines 10-11 state, “The flu shot can prevent the flu. The nasal flu mist can also prevent the flu. The shot and the nose spray are *vaccines*.” Since the shot and the nasal flu mist can both prevent the flu, and both the shot and the nasal flu mist are *vaccines*, it stands to reason that the *vaccine* can *protect* against the flu. Therefore, the *vaccine* is a form of *protection* from the flu.
- D) Incorrect. Line 11 states that “The *shot* and the nose spray are *vaccines*.” While the *shot* is **one type** of *vaccine*, it is **not** the **only** *vaccine*, and there is **no** statement in the text that **all** *shots* are *vaccines*.
- E) Incorrect. Line 11 states that “The shot and the nose *spray* are *vaccines*.” While the *spray* is **one type** of *vaccine*, it is **not** the **only** *vaccine*, and there is **no** statement in the text that **all** *sprays* are *vaccines*.

• Beginning Critical Reading – Nuts

There is a small difference between nuts and seeds. Many seeds often are called nuts. For example, hazelnuts are nuts. Chestnuts are nuts. Beechnuts are nuts. Acorns are nuts. But, Brazil Nuts are not nuts. Cashews are not nuts. Peanuts are not nuts. Pistachios are not nuts.

So what are nuts? A true nut is a fruit with one seed. True nuts have very hard shells.

- 5 True nuts do not open on their own. You must crack a true nut to open it.

Cooks often call seeds “nuts.” In addition, English speakers often call seeds, “nuts.” The difference between nuts and seeds is small, so it is not necessarily wrong to call a seed a nut.

Nuts are good for your health. Seeds are also good for your health. Nuts and seeds contain a lot of oil. They also contain a lot of energy for your body. Nuts are a good snack food. 10 Seeds are also a good snack food. Nuts are good for the heart. Seeds are also good for the heart. Nuts help you grow. Seeds also help you grow. Nuts are good for the skin. Seeds are also good for the skin.

Many animals eat nuts. Squirrels eat nuts. Mice eat nuts. Chipmunks eat nuts. Raccoons eat nuts. Birds eat nuts. Even some dogs eat nuts.

- 15 Many animals eat seeds. Birds eat seeds. Mice eat seeds. Even some snakes eat seeds.

There are hundreds of nuts that people and animals can eat. There are hundreds of seeds that people and animals can eat. But many nuts and seeds are inedible. Look in a book or check on the internet before trying to eat unfamiliar seeds and nuts. Learn if new foods are safe and healthful by reading about them before tasting them.

Questions

1. According to the passage, which of the following statements is/are true?

- I) Cashews are true nuts.
- II) A nut is a fruit.
- III) True nuts do not open naturally.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. What is the main idea of the third paragraph?

- A) Many cooks do not understand what nuts are.
- B) In normal speech, some seeds are called nuts.
- C) Seeds are nuts, but nuts are not seeds.
- D) Nuts and seeds are small.
- E) The English language uses the wrong words for seeds.

3. In line 17, *inedible* most closely means

- A) familiar
- B) not good for health
- C) not able to be eaten
- D) unbelievable
- E) safe to eat

Answers and Explanations

1. The correct answer is **E**.

- I) Incorrect. Line 3 states that “Cashew nuts are **not** nuts.”
- II) Correct. Line 4 states that “A true nut is a fruit with one seed.”
- III) Correct. Line 5 states that “True nuts do not open on their own.” Since they do **not** *open on their own*, they do **not** *open naturally*.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The correct answer is **B**.

- A) Incorrect. While line 6 states that “Cooks often call seeds “nuts,” it does **not** state that cooks do not understand what nuts are. It is a statement of language use, **not** a statement of knowledge. Since it is an **incorrect** interpretation of the sentence, it is **not** the *main idea of the paragraph*.
- B) Correct. Line 6 states that “...English speakers often call seeds, “nuts.”
- C) Incorrect. Lines 6-7 state that “difference between nuts and seeds is small.” There is **nothing** which says that seeds are nuts. So this **cannot** be the *main idea of the paragraph*.
- D) Incorrect. While it may be true that most nuts and seeds are small, the sentence in lines 6-7 actually states that the difference between nuts and seeds is small. So this is **not** the *main idea of the paragraph*.
- E) Incorrect. Lines 6-7 state that “In addition, English speakers often call seeds, “nuts.” The difference between nuts and seeds is small, so it is **not** necessarily wrong to call a seed a nut.”

3. The correct answer is **C**.

- A) Incorrect. Since the following sentence (lines 17-18) reminds readers to “Look in a book or check on the internet before trying to eat *unfamiliar* seeds and nuts.” If the seeds and nuts are *unfamiliar*, they **cannot** be *familiar*. So the word *inedible* **cannot** mean *familiar*.
- B) Incorrect. Lines 18-19 remind readers to “Learn if new foods are safe and *healthful* ...” To learn if foods are *healthful* means to learn whether foods are *good for health*. Checking whether they are *good for health* means that it is **unknown** whether the food is *good for health* or **not**.
- C) Correct. *Inedible* food is food that is *unable to be eaten*.
- D) Incorrect. The word *inedible* is **similar** to the word “*incredible*,” which means *unbelievable*. The word *incredible* is **not** used in this reading passage.
- E) Incorrect. Lines 18-19 remind readers to “Learn if new foods are *safe* and *healthful* ...” To learn if foods are *safe* means that it is **unknown** whether the foods are *safe* or **not**. So the word *inedible* **cannot** mean *safe*.

• Beginning Critical Reading – The Sun

The sun is a star. The sun is at the center of the solar system. The sun is the largest object in the solar system. It is more than 99.8% of the mass of the solar system. More than one million earths could fit inside the sun!

5 From earth, the sun looks like a yellow ball in the sky. A long time ago, people didn't know what the sun was. Many people told stories about the sun. People in many countries told stories about the sun. In some stories, people said the sun was a god. Some people gave names to the sun. The Greeks named it Helios. The Romans named it Sol. The name *Solar System* comes from the Roman name Sol.

10 The sun is very hot. On the surface, it is about 5,510 ° Celsius. That's equal to about 11,000 ° Fahrenheit. The inside of the sun is even hotter. The core of the sun is 15,000,000 °C! That's 27,000,000 °F!

The light from the sun is very bright. People must not look directly at the sun. Looking directly at the sun will hurt your eyes.

15 People need the sun's heat and light to live. Animals need the sun's heat and light to live. Plants need the sun's heat and light to live. Plants make food with sunlight. People and animals eat the plants. Plants also use the sun to make oxygen. People and animals need to breathe oxygen.

20 Today people do not tell stories about the sun. Today people do not think the sun is a god. But, people know that the sun is necessary for life on earth.

Questions

1. According to the passage, which of the following statements is/are true?

- I) The sun is over a million times brighter than the earth.
- II) Some people used to think the sun was a god.
- III) The sun's surface is cooler than its core.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The main idea of the second paragraph is to explain

- A) what the sun is.
- B) what the sun looks like.
- C) how people reacted to the sun.
- D) who the Greeks and Romans were.
- E) who did not know what the sun was.

3. In line 10, *core* most closely means

- A) center
- B) gas
- C) oxygen
- D) surface
- E) temperature

Answers and Explanations

1. The correct answer is **E**.

- I)** Incorrect. While lines 2-3 state that more than a million earths could fit inside the sun, there is **no** mention there that the sun is a million times brighter than the earth. And while line 12 states that the light from the sun is very bright, it does **not** compare the brightness of the sun to the brightness of the earth. So while the sun may be a million times brighter than the earth, there is no such statement in the passage.
- II)** Correct. Line 6 states that in some stories, people said the sun was a god.
- III)** Correct. Lines 9-11 state that the surface temperature is 5510 °C or 11,000 °F, whereas the core, or inside of the sun is 15,000,000 °C or 27,000,000 °F. So the surface of the sun is much cooler than its core.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The correct answer is **C**.

- A) Incorrect. While lines 4-5 state that a long time ago, people didn't know what the sun was, there is **no** explanation in paragraph 2 of what the sun is.
- B) Incorrect. While line 4 states that from earth, the sun looks like a yellow ball in the sky, this information is given only as background information, **not** as the main idea of the paragraph.
- C) Correct. The first sentence of the paragraph tells what the sun looks like. The remainder of the paragraph tells about people's *reactions* to the sun – that they didn't know what it was, that they told stories about it; also that some people thought it was a god, and that some people named it.
- D) Incorrect. While line 6 states "The Greeks named it Helios. The Romans named it Sol," there is **no** explanation of who the Greeks and Romans were.
- E) Incorrect. While lines 4-5 state that a long time ago, people did not know what the sun was, there is **no** mention of the specific people who did not know what it was. While lines 6-7 state that the Greeks and Romans gave names to the sun, the passage does **not** specify that they did not know what the sun was.

3. The correct answer is **A**.

- A) Correct. Lines 9 and 10 compare the surface temperature of the sun with the temperature of its *core*: "The inside of the sun is even hotter. The *core* of the sun is 15,000,000 °C!"
- B) Incorrect. While the sun is made of gas, in this passage, the *gas* is **not** mentioned. Instead, this section compares the surface of the sun to the core of the sun. Since both the surface and the *core* would be made of the same material, the meaning *gas* would **not** make sense for the word *core*.

- C) Incorrect. Lines 9 and 10 compare the surface temperature of the sun with the temperature of its *core*. Lines 16-17 state that plants use sunlight to make *oxygen*, **not** that the sun itself is made of *oxygen*.
- D) Incorrect. Lines 9-10 compare the temperature of the surface of the sun with the temperature of the core. Since the comparison is made between the surface and the *core*, the word *core* could **not** mean *surface*.
- E) Incorrect. Lines 9-10 compare the heat level (which is the *temperature*) of the surface of the sun with the heat level of the *core* of the sun. Since the comparison is being made of the *temperature* of the surface and the temperature of the *core*, the word *core* could **not** mean *temperature*.

• Beginning Critical Reading – The White House

The White House is the home and office of the President of the United States. The White House is located at 1600 Pennsylvania Avenue in Washington, D.C. The first president to live in the White House was John Adams. He moved into the White House in 1800. Now President Barack Obama lives in the White House.

5 An architect named James Hoban made the plans for the White House. Hoban won a design contest held by Pierre Charles L'Enfant. L'Enfant was the main architect for the capital city of Washington, D.C. The White House was built between 1792 and 1800. It was built of limestone and painted white.

10 During the War of 1812, the British Army set fire to the White House. President James Madison moved out while the house was rebuilt. In 1817, James Monroe moved into the White House.

15 At first, people called the building the "President's Palace." However, because kings and queens live in palaces, "President's Palace" was not a good name for the house. President Theodore Roosevelt gave the building the name it has today – The White House.

Questions

1. According to the passage, which of the following statements is/are true?

- I) All the Presidents of the United States have lived in the White House.
- II) The White House was painted white to cover up marks left from the fire.
- III) James Madison was President of the United States during the War of 1812.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. What is the main idea of the second paragraph?

- A) The main architect of the capital city
- B) The design and construction of the White House
- C) The building materials and color of the White House
- D) The years of White House construction
- E) The reasons for building the White House

3. In line 12, *palace* most closely means

- A) office
- B) castle
- C) home
- D) building
- E) tower

Answers and Explanations

1. The correct answer is **C**.

- I) Incorrect. Lines 2-4 state that “The first president to live in the White House was *John Adams*. He moved into the White House in 1800. Now President *Barack Obama* lives in the White House. Lines 9-11 state that “During the War of 1812, the British Army set fire to the White House. President *James Madison* moved out while the house was rebuilt. In 1817, *James Monroe* moved into the White House. While *other Presidents* **may** have lived in the White House, *only these four Presidents* are said *in the passage* to live or have lived there.
- II) Incorrect. Line 8 states that “The house was built of limestone and painted white.” Line 9 states that “During the War of 1812, the British Army set fire to the White House.” While the House *may* have been repainted to cover the marks of the fire, there is **no** mention of this idea *in the passage*.
- III) Correct. Lines 9-10 state that “During the War of 1812, the British Army set fire to the White House. President James Madison moved out while the house was rebuilt.”

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The correct answer is **B**.

- A) Incorrect. While lines 6-7 explain that Pierre Charles L’Enfant was the main architect of the capital city, this information is *background information* to explain the selection of Hoban as the White House architect; it is **not** the *main idea*.
- B) Correct. The entire paragraph is about the design and construction of the White House. The **only** sentence which is **not** directly about the design and construction of the White House is in lines 6-7: “L’Enfant was the main architect for the capital city of Washington, D.C.” This sentence is *background information* to explain the selection of the White House architect.
- C) Incorrect. While line 8 states that “The house was built of limestone and painted white,” this information is **only part** of the *main idea* of the paragraph, which is the *design and construction of the White House*.
- D) Incorrect. While lines 7-8 state that “The White House was built between 1792 and 1800,” this information is **only part** of the *main idea* of the paragraph, which is the *design and construction of the White House*.
- E) Incorrect. While lines 5-6 explain the reason that James Hoban was selected as the White House architect, there is **no** mention in the paragraph of the *reason for building the White House*.

3. The correct answer is **B**.

- A) Incorrect. While line 1 states that “The White House is the home and office of the President of the United States,” the word *palace* **cannot** mean *office*. A phrase in line 13

states that “kings and queens live in palaces.” Since kings and queens do **not** live in *offices*, this **cannot** be the correct response.

- B) Correct. A phrase in line 13 states that “kings and queens live in palaces.” Since kings and queens live in *castles*, it stands to reason that *palaces* are the same as *castles*.
- C) Incorrect. While line 1 states that “The White House is the home and office of the President of the United States,” the word *palace* probably does **not** mean *home*. A phrase in line 13 states that “kings and queens live in palaces.” Since kings and queens usually do **not** live in typical *homes*, this is probably **not** the correct response.
- D) Incorrect. The word *palace* probably does **not** mean *building*. A phrase in line 13 states that “kings and queens live in palaces.” Since kings and queens do **not** live in generic *buildings*, this is probably **not** the correct response.
- E) Incorrect. The word *palace* probably does **not** mean *tower*. A phrase in line 13 states that “kings and queens live in palaces.” Since kings and queens do **not** live in *towers*, this is probably **not** the correct response.

• Reading Comprehension 1 Level 9

Directions: Read the passage. Then answer the questions below.

In the early 1920's, settlers came to Alaska looking for gold. They traveled by boat to the coastal towns of Seward and Knik, and from there by land into the gold fields. The trail they used to travel inland is known today as the Iditarod Trail, one of the National Historic Trails designated by the Congress of the United States. The Iditarod Trail quickly became a major thoroughfare in Alaska, as the mail and supplies were carried across this trail. People also used it to get from place to place, including the priests, ministers, and judges who had to travel between villages. In the winter, the settlers' only means of travel down this trail was via dog sled.

Once the gold rush ended, many gold-seekers went back to where they had come from, and suddenly there was much less travel on the Iditarod Trail. The introduction of the airplane in the late 1920's meant dog teams were no longer the standard **mode** of transportation, and of course with the airplane carrying the mail and supplies, there was less need for land travel in general. The final blow to the use of the dog teams was the appearance of snowmobiles.

By the mid 1960's, most Alaskans didn't even know the Iditarod Trail existed, or that dog teams had played a crucial role in Alaska's early settlements. Dorothy G. Page, a **self-made historian**, recognized how few people knew about the former use of sled dogs as working animals and about the Iditarod Trail's role in Alaska's colorful history. To raise awareness about this aspect of Alaskan history, she came up with the idea to have a dog sled race over the Iditarod Trail. She presented her idea to an enthusiastic musher, as dog sled drivers are known, named Joe Redington, Sr. Soon the Pages and the Redingtons were working together to promote the idea of the Iditarod race.

Many people worked to make the first Iditarod Trail Sled Dog Race a reality in 1967. The Aurora Dog Mushers Club, along with men from the Adult Camp in Sutton, helped clear years of overgrowth from the first nine miles of the Iditarod Trail. To raise interest in the race, a \$25,000 purse was offered, with Joe Redington donating one acre of his land to help raise the funds. The short race, approximately 27 miles long, was put on a second time in 1969.

After these first two successful races, the goal was to lengthen the race a little further to the ghost town of Iditarod by 1973. However in 1972, the U.S. Army reopened the trail as a winter exercise, and so in 1973, the decision was made to take the race all the way to the city of Nome—over 1,000 miles. There were many who believed it could not be done and that it was crazy to send a bunch of mushers out into the vast, uninhabited Alaskan wilderness. But the race went! 22 mushers finished that year, and to date over 400 people have completed it.

Questions

- 1) The primary purpose of this passage is to
- A. recount the history of the Iditarod trail and the race that memorializes it
 - B. describe the obstacles involved in founding the Iditarod race
 - C. outline the circumstances that led to the establishment of the Iditarod Trail
 - D. reestablish the important place of the Iditarod Trail in Alaska's history

- 2) Based on information in the passage, it can be inferred that all of the following contributed to the disuse of the Iditarod Trail except
- A. more modern forms of transportation
 - B. depleted gold mines
 - C. highway routes to ghost towns
 - D. reduced demand for land travel
- 3) As used in paragraph 2, which is the best definition for **mode**?
- A. formula
 - B. way
 - C. preference
 - D. option
- 4) According to the passage, the initial Iditarod race
- A. was funded through the sale of musher entrance fees
 - B. was founded by an advocate for Alaskan history
 - C. ended at the ghost town of Iditarod
 - D. boasted a total of 400 entrants
- 5) As used in paragraph 3, the phrase “self-made historian” implies that Dorothy G. Page
- A. was employed by the state to keep its dog sled history alive
 - B. was determined to honor the glories of the gold rush in spite of her questionable credentials
 - C. had pursued the study of Alaska’s history out of her own interest
 - D. had personally educated others about Alaska’s history
- 6) In 1925, when a diphtheria outbreak threatened the lives of people in the remote town of Nome, the government used the Iditarod Trail to transport medicine nearly 700 miles to the town. If the author chose to include this fact in the passage, it would best fit in
- A. paragraph 1
 - B. paragraph 2
 - C. paragraph 3
 - D. paragraph 5
- 7) Based on information in the passage, it can be inferred that because the U.S. Army reopened the Iditarod Trail in 1972,
- A. more people could compete in the Iditarod race
 - B. the mushers had to get permission from the U.S. Army to hold the race
 - C. the trail was cleared all the way to Nome
 - D. the Iditarod race became a seasonal Army competition

Answers and Explanations

1) **A**

An author's purpose is directly related to the content of the passage. In paragraph 1, the author gives a brief history of the Iditarod Trail. Paragraph 2 identifies the reasons why the trail fell out of use. Paragraph 3 describes the inspiration behind the Iditarod race. Paragraph 4 explains the efforts that made the race a reality. Paragraph 5 describes how the race was lengthened and changed over the years. From this overview, we can understand that the content of the passage discusses the history of the Iditarod Trail and the race that memorializes it. This means the author's primary purpose is to recount this history. Therefore **(A)** is correct. Although paragraph 4 identifies the efforts that made the race a reality, the passage does not overtly discuss the obstacles to founding the race. This makes **(B)** incorrect. Paragraph 1 outlines the circumstances that led to the establishment of the Iditarod Trail, but the rest of the passage goes on to describe how the trail fell into disuse and was eventually memorialized with a race. Because it is too narrow in scope, **(C)** is incorrect. Dorothy G. Page's purpose was to reestablish the important place of the Iditarod Trail in Alaska's history, as the author explains in paragraph 3. Yet the author's purpose is different from Page's purpose. The author merely tells the story of this history; he or she does not seek to reestablish the important place of the trail in history. Therefore **(D)** is incorrect.

2) **C**

In paragraph 2, the author identifies the factors that contributed to the disuse of the Iditarod Trail. The author does not mention highway routes to ghost towns, so **(C)** is correct. In paragraph 2, the author states, "The introduction of the airplane in the late 1920's meant dog teams were no longer the standard mode of transportation...The final blow to the use of the dog teams was the appearance of snowmobiles." From this we can infer that more modern forms of transportation, like airplanes and snowmobiles, contributed to the disuse of the trail. Therefore **(A)** is incorrect. In paragraph 2, the author writes, "Once the gold rush ended, many gold-seekers went back to where they had come from, and suddenly there was much less travel on the Iditarod Trail." From this we can infer that depleted gold mines reduced the amount of travel on the trail, so **(B)** is incorrect. In paragraph 2, the author writes, "With the airplane carrying the mail and supplies, there was less need for land travel in general." From this we can infer that a reduced demand for land travel contributed to the disuse of the trail. This makes **(D)** incorrect.

3) **B**

mode (*noun*): a way or manner in which something is done.

In paragraph 2, the author writes, "The introduction of the airplane in the late 1920's meant dog teams were no longer the standard mode of transportation." In paragraph 1, the author tells us that in the past, "in the winter, the settlers' only means of travel down this trail was via dog sled." From this we can understand that previously the only means of travel in the winter was by dog sled, but once airplanes were introduced, dog sleds were not the standard *mode* of transportation, or not the only means of travel. *Way* is a good definition for mode or means in this context, so **(B)** is correct. *Formula* means a recipe or prescription for doing something, often with more than one step. Since using dog sleds is not a formula for transportation, **(A)** is incorrect. *Preference* means something that is chosen over something else. Since the dog sleds were the "only" means of travel, it was not a preference. This makes **(C)** incorrect. *Option* means choice, but because the dog sleds were the "only" means of travel, people did not have a choice to use something else. Therefore **(D)** is incorrect.

4) **B**

In paragraph 3, the author tells us that "Dorothy G. Page, a self-made historian, recognized how few people knew about the former use of sled dogs as working animals and about the Iditarod Trail's role in Alaska's colorful history. To raise awareness about this aspect of Alaskan history, she came up with the idea to have a dog sled race over the Iditarod Trail." From this we know that the founder of the initial Iditarod race was a "historian" who wanted to "raise awareness about...Alaskan history." Another way to say this is that Dorothy G. Page was an advocate for Alaskan history. Therefore **(B)** is correct. The passage does not contain information to support choices **(A)**, **(C)**, and **(D)**. Therefore they are incorrect.

5) **C**

In paragraph 3, we learn that "Dorothy G. Page, a self-made historian, recognized how few people knew about the former use of sled dogs as working animals and about the Iditarod Trail's role in Alaska's colorful history." To describe Page as "self-made" implies that she did not hold formal credentials as a historian, but rather had pursued the study of Alaska's history out of her own interest. Therefore **(C)** is correct. The passage does not contain information to support choice **(A)**. Therefore it is incorrect. The passage tells us that Page wanted people to remember the Iditarod Trail as well as the history of dog sledding in Alaska. This is not the same thing as honoring the glories of the gold rush. This means **(B)** is incorrect. The passage tells us that Page wanted people to remember Alaska's history, and we can infer that she likely did educate others about Alaska's history through the creation of the Iditarod race. However, the phrase "self-made historian" does not imply anything about educating others. This means **(D)** is incorrect.

6) **A**

This is a fact about the history of the Iditarod Trail. Since paragraph 1 is devoted to the history of the trail, and particularly its historical uses, this fact would fit in well there. Also, paragraph 1 discusses the early 1920's, whereas paragraph 2 discusses the late 1920's and beyond. This means that a fact about the 1925 medicine run best fits in paragraph 1 chronologically as well. Therefore **(A)** is correct. Paragraph 2 identifies the reasons why the trail fell out of use, so this fact would not fit in well. This means **(B)** is incorrect. Paragraph 3 describes the inspiration behind the Iditarod race, so this fact would not fit in well. This means **(C)** is incorrect. Paragraph 5 describes how the race was lengthened and changed over the years, so this fact would not fit in well. This means **(D)** is incorrect.

7) **C**

In paragraph 4, we learn that in order to put on the first race, men had to "clear years of overgrowth from the first nine miles of the Iditarod Trail." In the same paragraph, we learn that the original two races were only "27 miles long." Then, in paragraph 5, the

author states, “After these first two successful races, the goal was to lengthen the race a little further to the ghost town of Iditarod by 1973. However in 1972, the U.S. Army reopened the trail as a winter exercise, and so in 1973, the decision was made to take the race all the way to the city of Nome—over 1,000 miles.” From this we can infer that originally the creators of the race planned to lengthen the 1973 race only to the ghost town of Iditarod. Based on the fact that men had to clear the first nine miles of the trail, we can assume they would have to clear the trail further to make it suitable for a longer race. However, the U.S. Army reopened the trail, “and so...the decision was made to take the race all the way to the city of Nome—over 1,000 miles.” The words “and so” tell us that taking the race all the way to Nome was a result of the U.S. Army reopening the trail. Because the U.S. Army reopened the trail, we can infer that the trail was cleared all the way to Nome, and therefore making the race go all the way to Nome was a possibility for the first time. This means **(C)** is correct. In paragraph 5, we learn that 22 people finished the race in 1973. However, we do not know whether this is more or fewer people than in the previous years. This means **(A)** is incorrect. The passage does not contain information to support choices **(B)** and **(D)**. Therefore they are incorrect.

• Reading Comprehension 2 Level 9

Directions: Read the passage. Then answer the questions below.

First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as The Hardy Boys and the Nancy Drew series.

The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer noticed the increasing popularity of mysteries among adults, and **surmised** that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy Drew arose directly from McFarlane's and Wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave Nancy similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small Canadian town to create Bayport, the Hardy Boys' fictional hometown.

Although The Hardy Boys and Nancy Drew books were very popular with children, not everyone approved of them. Critics thought their plots were unrealistic and even far-fetched, since most teenagers did not experience the adventures Frank and Joe Hardy or Nancy Drew did. The way the books were written also attracted criticism. Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries—including the New York Public Library—even refused to include the books in their children's collections. Ironically, this decision actually helped sales of the books, because children simply purchased them when they were unavailable in local libraries.

Regardless of the debates about their literary merit, each series of books has exerted an undeniable influence on American and even global culture. Most Americans have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, but people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy.

Questions

- 1) According to the passage, the Nancy Drew mystery series was introduced in
 - A. 1925
 - B. 1927
 - C. 1929
 - D. 1930
- 2) Which of the following would be the best title for this passage?
 - A. Ghostwriting: A Way of Life
 - B. Who Were Leslie McFarlane and Mildred A. Wirt?
 - C. The Hardy Boys and Nancy Drew: Ghostwriting a Series
 - D. The Dubious yet Profitable Practice of Ghostwriting
- 3) According to the passage, which of the following people was a real writer?
 - A. Carolyn Keene
 - B. Franklin W. Dixon
 - C. Leslie McFarlane
 - D. Tom Hardy
- 4) According to the passage, a ghostwriter is someone who
 - I. writes about mysterious or strange events
 - II. does not receive credit as the author
 - III. bases his or her books on predetermined guidelines
 - A. I only
 - B. I and II only
 - C. II and III only
 - D. I, II, and III
- 5) As used in paragraph 3, which is the best definition for **surmised**?
 - A. guessed
 - B. questioned
 - C. knew
 - D. proved
- 6) According to the passage, The Hardy Boys and Nancy Drew books were created based on the idea that
 - I. mystery books for adults are popular
 - II. children enjoy reading about characters they can relate to
 - III. girls and boys are not interested in the same things
 - A. I only
 - B. I and II only (CORRECT)
 - C. II and III only
 - D. I, II, and III

- 7) Based on information in the passage, it can be inferred that Leslie McFarlane and Mildred Wirt
- A. disliked writing according to a specific formul
 - B. respected the art of ghostwriting
 - C. were unsuccessful in their previous occupations
 - D. found it helpful to write from personal experience
- 8) According to the passage, some teachers and librarians objected to ghostwritten books such as The Hardy Boys and Nancy Drew Mystery Stories because they
- A. disapproved of mystery stories
 - B. thought the books were too expensive
 - C. believed the books were not quality literature
 - D. disliked Edward Stratemeyer's questionable business practices
- 9) Which of the following best describes the author's attitude toward The Hardy Boys and Nancy Drew book series?
- A. balanced and respectful
 - B. doubtful and critical
 - C. hostile but forgiving
 - D. overwhelmingly praising
- 10) Which of the following best describes the structure of this passage?
- A. introduction, explanation, history, controversy, conclusion
 - B. introduction, history, controversy, explanation, conclusion
 - C. history, explanation, summary, conclusion, controversy
 - D. history, controversy, explanation, summary, conclusion

Answers and Explanations

1) **D**

In paragraph 1, the author writes, "The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew." Using this information, we can understand that this "similar series...for girls" was the Nancy Drew mystery series. Therefore **(D)** is correct. In paragraph 1, the author states, "First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another." This means that it was the Hardy Boys mystery series that was introduced in 1927, not the Nancy Drew mystery stories. Since the question asks about the Nancy Drew books, **(B)** is incorrect. The passage does not contain information to support answer choices **(A)** and **(C)**. Therefore they are incorrect.

2) **C**

A good title summarizes the main idea of a passage and lets readers know what to expect should they continue reading. In paragraph 1, the author introduces the subject of this passage: The Hardy Boys and Nancy Drew book series. However, the author only briefly discusses the content of these books. At the beginning of paragraph 2, the author states, "The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting." This sentence further narrows the author's subject to a discussion of how the Hardy Boys and Nancy Drew books were created. In the following paragraphs, the author continues to describe the process of ghostwriting in general and the specific role it played in the creation of the Hardy Boys and Nancy Drew series. Since the author uses the examples of the Hardy Boys and Nancy Drew to explain the process of ghostwriting a series, a good title would be "The Hardy Boys and Nancy Drew: Ghostwriting a Series." Therefore **(C)** is correct. The passage focuses not just on ghostwriting, but specifically on its role in the creation of the Hardy Boys and Nancy Drew series. Because it is too general, **(A)** is incorrect. The passage does answer the question, "Who Were Leslie McFarlane and Mildred A. Wirt?" However, this is a detail in the passage, not the main idea. The main idea is the process of ghostwriting a series, not the lives of the ghostwriters themselves. This means **(B)** is incorrect. In paragraph 5 the author states, "Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature." But the rest of the passage is devoted to explaining ghostwriting, not to criticizing it. Since the title "The Dubious yet Profitable Practice of Ghostwriting" is critical of ghostwriting, it does not fit the neutral tone of the passage. Therefore **(D)** is incorrect.

3) **C**

In paragraph 2, the author defines a ghostwriter as a person who "writes a book according to a specific formula." This means that a ghostwriter is an actual writer. In paragraph 4, the author discusses the ghostwriters behind the Hardy Boys and Nancy Drew series. The author states, "The initial ghostwriter for the Hardy Boys was a Canadian journalist named Leslie McFarlane." Since we know that a ghostwriter is a writer, Leslie McFarlane was a real writer. Therefore **(C)** is correct. In paragraph 1, we learn that Carolyn Keene and Franklin W. Dixon "are not real people," but rather phony names created in place of the actual authors. Since they are not real people, they cannot be real writers, so **(A)** and **(B)** are incorrect. Tom Hardy is not a real writer either, as he is a character used in the Hardy Boys series. This means **(D)** is incorrect.

4) **C**

The process of ghostwriting is primarily discussed in paragraph 2. Although the ghostwriters for the Hardy Boys and Nancy Drew books did write about mysterious or strange events, this does not necessarily mean that all ghostwriters do this. The author states, "While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecified." Being a ghostwriter is defined as not being acknowledged for authoring a book. It is not defined by the content of the book written. This eliminates **option (I)**. In paragraph 2, the author says that "ghostwriters are paid for writing the books, but their authorship is not acknowledged, and their names do not appear on the published books." Since ghostwriters write the books, but are not recognized as authors, then it can be understood that a ghostwriter does not receive credit as the author. This supports **option (II)**. In paragraph 2, the author states that a ghostwriter writes a book "according to a specific formula." This is another way of saying that ghostwriters write books based on predetermined guidelines. This supports **option (III)**. Therefore **(C)** is correct.

5) **A**

surmise (*verb*): to think or infer based on incomplete evidence; to guess.

In paragraph 3, the author states, "Stratemeyer noticed the increasing popularity of mysteries among adults, and he surmised that children would enjoy reading mysteries about younger detectives with whom they could identify." Using this information, we can understand that Stratemeyer saw that adults liked mysteries and then *surmised*, or *guessed*, that children might also enjoy reading about characters they could relate to. Therefore **(A)** is correct. Stratemeyer did not merely *question* whether children would enjoy reading mysteries; he guessed that they would. This means **(B)** is incorrect. While Stratemeyer did rely on good reasoning, he did not arrive at a determination, but rather at a guess, which is less substantial. Stratemeyer did not *know* for certain, he merely guessed. In addition, he didn't *prove* anything with his initial idea. Because they are too strong, answer choices **(C)** and **(D)** are both incorrect.

6) **B**

In paragraph 4, the author discusses the "initial idea" for The Hardy Boys and Nancy Drew books: "Stratemeyer noticed the increasing popularity of mysteries among adults, and he surmised that children would enjoy reading mysteries about younger detectives with whom they could identify." In other words, Stratemeyer saw that mystery books for adults were popular and guessed that they might also be popular for children. This supports **option (I)**. The reason why Stratemeyer thought that this would be the case is that he believed children would enjoy reading about characters "with whom they could identify," meaning characters they could relate to. This supports **option (II)**. Although The Hardy Boys books are generally presumed to be oriented towards boys, and the Nancy Drew books towards girls, it is not necessarily true that only boys read The Hardy Boys and only girls read Nancy Drew. Moreover, the passage never indicates that Stratemeyer's decision to create these books was based on the idea that girls and boys

are not interested in the same things. In fact, in some ways Nancy Drew and The Hardy Boys books are the same thing, because they are both mystery series. This eliminates **option (III)**. Therefore **(B)** is correct.

7) **D**

In the second half of paragraph 4, the author writes, "The personalities of Frank and Joe Hardy and Nancy Drew arose directly from McFarlane's and Wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave Nancy similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small Canadian town to create Bayport, the Hardy Boys' fictional hometown." Using this information, we can understand that Leslie McFarlane and Mildred Wirt used their personal experiences (being an athlete for Wirt, and living in a small Canadian town for McFarlane) to provide character development and setting details in their stories. Therefore we can infer that they must have found writing from personal experience to be helpful. This means **(D)** is correct. Although it may have been difficult to write according to a formula at times, the author does not mention that either of the writers disliked this aspect of ghostwriting. Therefore **(A)** is incorrect. The author also does not mention Leslie McFarlane and Mildred Wirt's respect for the "art of ghostwriting," so **(B)** is incorrect. While the author does mention the previous occupations of both writers in paragraph 4, it is never stated that the writers were unsuccessful in these occupations. There are many reasons why people might switch jobs other than a lack of success. Therefore **(C)** is incorrect.

8) **C**

In paragraph 5, we learn, "Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature." Since The Hardy Boys and Nancy Drew series were ghostwritten books, we can understand that many teachers and librarians thought they were not "quality literature." Therefore **(C)** is correct. Although in paragraph 5, the author states that "not everyone approved of them," the specific reason why teachers and librarians disapproved is given later in the paragraph. They did not disapprove of mystery stories, but rather of ghostwritten stories. Therefore **(A)** is incorrect. The passage does not contain information to support answer choices **(B)** and **(D)**. Therefore they are incorrect.

9) **A**

In order to identify the author's attitude, meaning how the author generally feels about the subject of his or her writing, it is helpful to look at the introduction and the conclusion. In this passage, the conclusion is especially helpful in this regard. In the conclusion, the author states that the influence of The Hardy Boys and Nancy Drew books is "undeniable," "regardless of the debates about their literary merit". This shows that the author is balanced, or unbiased, in his or her feeling toward the literature because he or she acknowledges both the criticism of the books and their popularity. Furthermore, the author states that "even though most Americans have not heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy." This statement tells us that the author is willing to look past the controversy involved in the books' production and concentrate instead on the impact of the books at large. The author writes respectfully of the books' "undeniable influence on American and even global culture." Using this information, we can understand that the author's attitude is balanced and respectful towards The Hardy Boys and Nancy Drew book series. Therefore **(A)** is correct. Answer choices **(B)** and **(C)** imply too much negativity on behalf of the author by using words such as "critical," "hostile," and "reluctant." Since the author never expresses any personal negative feeling towards the books, they are incorrect. Conversely, choice **(D)** implies too much positivity on behalf of the author. Although the author approves of the books and notes their success, he or she does not overwhelmingly praise them. Since the author never expresses such strong positive feelings towards the books, this choice is incorrect.

10) **A**

In formal writing, the first sentence in each paragraph usually introduces the topic to be addressed that paragraph. Therefore, to identify the structure and function of each paragraph, it is helpful to examine its first sentence. In paragraph 1, the opening sentence is: "First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another." This sentence, along with the paragraph that follows, introduces the topic. So, we can infer that paragraph 1 is the *introduction*. The first sentence of paragraph 2 reads: "The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting." Paragraph 2 goes on to explain this process, so we can understand that this paragraph is an *explanation*. The first sentence of paragraph 3 is: "The initial idea for both the Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books." This identifies how the series was created. Then, in paragraph 4, the author continues: "Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential." Paragraph 4 continues to explore the series over the years. Therefore we can understand that paragraphs 3 and 4 contain *history* about the series. The first sentence of paragraph 5 reads: "Although The Hardy Boys and Nancy Drew books were very popular with children, not everyone approved of them." Paragraph 5 goes on to describe the controversy surrounding these books, so we can say that paragraph 5 contains *controversy*. The first sentence of paragraph 6 reads: "Regardless of the debates about their literary merit, each series of books has exerted an undeniable influence on American and even global culture." Because this paragraph offers a concluding statement about the impact of the two series, we can say that paragraph 6 contains the *conclusion*. The order as outlined above is introduction, explanation, history, controversy, conclusion. Therefore **(A)** is correct. Answer choices **(B)**, **(C)**, and **(D)** either include parts which are not in the passage, such as *summary*, or else they list the parts in the wrong order. Therefore they are incorrect.

• Reading Comprehension 3 Level 9

Directions: Read the passage. Then answer the questions below.

Just announced: existing home sales hit an annualized rate of 5.03 million units during August. That exceeds the 4.70 million unit rate that had been expected, on average, among economists polled by InstaPoll.com. The pace is also up from the rate of 4.67 million units recorded during the previous month. The broad market hasn't reacted strongly to the data. However, homebuilders Genix (GEN 14.32, +0.22), ND Home (NDH 6.59, +0.15), and Home Group (HMG 4.54, +0.03) are all up nicely as investors anticipate that a rise in existing home sales **portends** an acceleration of the rate of new home sales.

Questions

- 1) Which of the following would be the best title for this passage?
 - A. Investors Favor Homebuilders
 - B. A Better Way to Build a Home
 - C. GEN and ND Home Register Big Gains
 - D. Led by Homebuilders, Stocks Hit New Highs
- 2) As used in the passage, which is the best synonym for **portends**?
 - A. predicts
 - B. decreases
 - C. affects
 - D. authorizes
- 3) This passage would most likely be found
 - A. in a high school economics textbook
 - B. in a book on twenty-first century economics
 - C. in a manual outlining stock market rules and regulations
 - D. on a real-time stock market trading website

Answers and Explanations

1) **A**

A good title summarizes the main idea of a passage and lets readers know what to expect should they continue reading. At the beginning of the passage, the author announces that the current rate of existing home sales has surpassed expectations and the previous rate. In the last sentence of the passage, the author lists three stocks (GEN, NDH, and HMG) that are "all up nicely as investors anticipate that a rise in existing home sales portends an acceleration of the rate of new home sales." Given that homebuilders' stocks are all "up nicely," we can infer that investors have a positive outlook about them, and are therefore investing in them. This investment has caused the stocks to appreciate, or go up. The main idea of this passage is that recent news about home sales has caused investors to look favorably upon homebuilder stocks, so a good title would be "Investors Favor Homebuilders." Therefore **(A)** is correct. The passage does not discuss better ways to build a home. This rules out **(B)**. A title that includes GEN and ND Home but leaves out HMG, another stock mentioned to have big gains, is too narrow to capture the main idea of the passage. This makes **(C)** incorrect. The passage does not say that all stocks have hit new highs. It only says that homebuilding stocks are "up nicely." This means **(D)** is incorrect.

2) **A**

portend (*verb*): to indicate in advance; foreshadow; predict.

The last sentence of the passage tells us that homebuilder stocks "are all up nicely as investors anticipate that a rise in existing home sales portends an acceleration of the rate of new home sales." Since investors are buying homebuilder stocks based on the fact that sales have risen for existing homes, they must think that this fact indicates or predicts there will be an increase in the sale of new homes, and therefore in the demand for homebuilders' skills. The fact that the investors "anticipate" this development means that it is likely, but not certain, so a good synonym for *portends* is *predicts*. Therefore **(A)** is correct. *Decrease* means to make something smaller. The investors would not invest in homebuilder stocks if they anticipated that the rise in existing home sales would decrease, or lower, an acceleration of the rate of new home sales. Instead, they expect the rate of new home sales to increase. This rules out **(B)**. *Affect* means to have an effect on something. However, that effect can be either positive or negative. Since the investors think that "a rise in existing home sales will portend an acceleration of the rate of new home sales," and they are therefore looking favorably on homebuilding companies, we can understand that they believe this to be a positive effect; that is, they believe the "rise" will predict an increase in the acceleration of the rate of new home sales, not a decrease. Since it could be positive or negative, **(C)** is not the best choice. *Authorize* means to give official power or to allow. We cannot infer from the passage that investors anticipate the news about existing homes will necessarily allow an acceleration of new home sales. The news signals a possible acceleration, but we cannot assume that it directly allows the acceleration to happen. This means that *authorizes* is not a good synonym for *portends*. Therefore **(D)** is incorrect.

3) **D**

This passage announces how existing home sales have had a positive effect on the price of homebuilding company stocks. Since the passage opens with the words "just announced," we can infer that the passage is found in a place where breaking news about the stock market is posted. A real-time stock market trading website provides up-to-the-minute information about stock prices and market conditions, so this information would likely be found there. Therefore **(D)** is correct. A high school economics class teaches students about the basics of investing, but the textbook would not include the kind of stock-specific information found in the passage. Furthermore, books do not contain the kind of time-sensitive information included here. This makes **(A)** incorrect. A book on twenty-first century economics would likely discuss both home sales and stocks, but would not contain the kind of specific information included in the passage. This rules out **(B)**. A manual outlining stock market rules and regulations would only discuss what can be done when buying, selling, and trading stocks. It would not discuss the current market or specific stocks, so **(C)** is incorrect.

• Reading Comprehension 4 Level 9

Directions: Read the passage. Then answer the questions below.

Some people say that **the best defense is a good offense**; an octopus, however, would disagree. In addition to being one of the strangest and most beautiful creatures in nature, the octopus has some of the most inventive and effective defense mechanisms imaginable. While other animals have teeth, horns, or claws to help defend them from predators, the octopus concentrates its energy on hiding from and confusing its attackers. When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal.

The most well-known of the octopus's defense mechanisms is its ability to squirt clouds of ink into the water. Some octopi use this cloud of ink as camouflage; after squirting the ink, the octopus retreats into the ink cloud where the predator cannot see it. Other octopi use the ink cloud as a decoy. If a large, intelligent predator such as a shark knows that octopi use ink clouds for camouflage, it might simply attack the ink cloud blindly, hoping to make contact with the octopus inside. However, some sneaky octopi will release the ink cloud in one direction and scurry away in another direction, leaving the predator with nothing but a mouthful of ink. In addition to confusing predators' sense of sight, these ink clouds also confuse their sense of smell. The ink is composed primarily of melanin (the same chemical that gives human skin its color), which can shut down a predator's sense of smell. If an octopus cannot be seen or smelled, it has a much higher chance of escaping an attack.

Another defense mechanism possessed by many octopi is the ability to change color, much like a chameleon. Most animals get their skin color from chemicals in the skin called chromatophores (melanin is one of these chromatophores). Chromatophores might contain yellow, orange, red, brown, or black pigments, and the amount of each pigment present in the skin determines an animal's color. While most animals are always the same color, some species of octopi can control the amount of each color pigment in their skin cells, allowing them to change color. Some poisonous octopi, when provoked, will change their skin to a bright, eye-catching color to warn predators that they are dangerous and ready to strike. Other octopi use this ability to change their skin to the color and texture of seaweed or coral, allowing them to blend in with their environment. Finally, some octopi—such as the mimic octopus—use this color-changing ability to masquerade as another type of animal. The body of an octopus is highly flexible, and some species can combine this flexibility with their color-changing skills to make themselves resemble more dangerous animals such as sea snakes or eels.

Yet another defense mechanism possessed by some octopi is the ability to perform an autotomy, or self-amputation, of one of their limbs and regrow it later. Many species of skink and lizard also possess this ability, which allows them to shed their tails when caught by a predator and therefore get away. When a predator catches a tentacle the octopus can amputate this tentacle, thereby **unfettering** itself, and regrow the tentacle later. Some octopi, however, are even cleverer. When threatened by a predator, these octopi will shed a tentacle before being attacked in the hope that the predator will go after the detached tentacle rather than the octopus itself.

While the octopus may not be the most vicious creature in the ocean, its numerous and clever defense mechanisms help it to survive in the dangerous undersea world.

Questions

- 1) Which of the following sentences from the passage best expresses the main idea?
- A. The most well-known of the octopus's defense mechanisms is its ability to squirt clouds of ink into the water.
 - B. Some people say that the best defense is a good offense; an octopus, however, would disagree.
 - C. Another defense mechanism possessed by many octopi is the ability to change color, much like a chameleon.
 - D. When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal.
- 2) The author claims in paragraph 1 that an octopus would disagree with the statement "the best defense is a good offense" because
- A. octopi employ more defensive than offensive capabilities
 - B. octopi possess good defensive and offensive capabilities
 - C. octopi can protect themselves from teeth, horns, and claws
 - D. not all octopi possess the same defense mechanisms
- 3) Which of the following statements best describes the organizational structure of paragraphs 2-4?
- A. The author lays out several reasons to support the argument that the octopus has the best defense mechanisms of any sea creature.
 - B. The author devotes one paragraph each to explaining three different defense mechanisms possessed by the octopus.
 - C. The author devotes one paragraph each to highlighting three potential threats to the octopus and how the octopus deals with each one differently.
 - D. The author compares and contrasts three different defense mechanisms employed by the octopus.
- 4) According to the passage, which of the following statements about the chemical melanin are true?
- I. An octopus's ink is composed primarily of melanin.
 - II. Melanin is a chromatophore.
 - III. Like the octopus, chameleons use melanin to change color.
- A. I only
 - B. I and II only
 - C. II and III only
 - D. I, II, and III
- 5) As used in paragraph 4, which of the following is the best synonym for **unfettering**?
- A. freeing
 - B. regrowing
 - C. amputating
 - D. sacrificing
- 6) The final paragraph can best be described as a
- A. prediction conclusion, in which the author looks toward the future
 - B. full circle conclusion, in which the author incorporates and builds on a word or theme from the introduction
 - C. solution conclusion, in which the author proposes a solution to a problem posed earlier in the passage
 - D. summary conclusion, in which the author restates the passage's main idea

Answers and Explanations

1) **D**

When looking for the main idea of a passage, a good place to start is the end of the first paragraph. Many passages begin by introducing the reader to the topic in the opening sentences and then establishing the author's argument or main idea at the end of the first paragraph in what is commonly known as a thesis statement. Such a pattern holds true for this passage. The last sentence of paragraph 1, "When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal," lets the reader know that the author intends to discuss the "impressive arsenal of tricks" possessed by the octopus for escaping predators. This is confirmed by the organizational structure of the essay, which devotes one paragraph each to describing three of the octopus's most important defense mechanisms, or its "impressive arsenal of tricks." Therefore **(D)** is correct. The first sentence of the passage, "Some people say that the best defense is a good offense; an octopus, however, would disagree," might seem to introduce the passage's topic—defense and the octopus—but it does so only vaguely. Based on this sentence, the reader might be able to guess that the passage is about defense and the octopus, but the sentence gives no indication of how these ideas are related, and therefore does not express the main idea clearly. This means **(B)** is incorrect. Choices **(A)** and **(C)** contain details that support the author's main idea, but these details do not express the main idea. Therefore they are incorrect.

2) **A**

Even if the reader is not familiar with the saying "the best defense is a good offense," he or she can figure out what it means by examining the phrase closely. How could an offense also serve as a defense? The reader can infer that if an offense is extremely effective, it would render opponents unable to mount their own offense. In this way, the offense can also serve as a defense. In other words, if you attack first, others don't have the chance to attack you, and so you don't need to defend yourself. As the author notes in paragraph 1, however, "while other animals have teeth, horns, or claws to help defend them from predators, the octopus concentrates its energy on hiding from and confusing its attackers." This means that the octopus concentrates on defensive strategies rather than offensive ones. The author does note in paragraph 3 that there are some species of octopus that are poisonous, but the rest of the passage explains the numerous ways in which an octopus can defend itself. Since the octopus employs more defensive than offensive capabilities, it would likely disagree that the best defense is a good offense. Therefore **(A)** is correct. The passage does not contain information to support the idea that octopi possess good offensive capabilities. Therefore **(B)** is incorrect. Although the author tells us that octopi can protect themselves from predators in some situations, he or she does not indicate that octopi can protect themselves specifically from the teeth, horns, and claws of their predators. Instead, teeth, horns, and claws are mentioned as examples of other animals' offensive capabilities. This means **(C)** is incorrect. While the passage does imply that not all octopi possess the same defense mechanisms, this fact does not explain why an octopus would disagree with the statement "the best defense is a good offense." This makes **(D)** incorrect.

3) **B**

The purpose of this passage is to provide information about the octopus's defense capabilities. The reader can infer this purpose from the author's main idea, which is stated at the end of the first paragraph: "When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal." The author is not arguing a position or comparing and contrasting, but merely informing the reader about a topic. Paragraph 2 describes the octopus's defense mechanism of the ink cloud. Paragraph 3 describes the octopus's defense mechanism of changing skin color. Paragraph 4 describes the octopus's defense mechanism of autotomy. Each of these three paragraphs explains one of the octopus's defense mechanisms, describing how it works and how the octopus uses it. Therefore **(B)** is correct. The author does not suggest in the passage that the octopus's defense mechanisms are the best of any sea creature, so **(A)** is incorrect. The three defense mechanisms described are not unique responses to different threats. In fact, they could all be employed to escape the same threat, so **(C)** is incorrect. The author describes three different defense mechanisms in paragraphs 2-4, but the author does not compare and contrast them. The paragraphs merely explain each defense mechanism without going into detail about how they relate to one another. Therefore **(D)** is incorrect.

4) **B**

In paragraph 2, the author writes that an octopus's "ink is composed primarily of melanin." This supports **option (I)**. In paragraph 3, the author writes, "Most animals get their skin color from chemicals called chromatophores (melanin is one of these chromatophores)." This supports **option (II)**. In paragraph 3, the author writes, "Another defense mechanism possessed by many octopi is the ability to change color, much like a chameleon." The author notes that both the octopus and the chameleon have the ability to change color, but the passage does not state that both animals use melanin to do so. This eliminates **option (III)**. Therefore **(B)** is correct.

5) **A**

unfetter (*verb*): to set free.

In paragraph 4, the author explains how the octopus uses the process of autotomy, or self-amputation, in order to escape a predator. The author begins by describing how skinks and lizards—other species that possess this ability—use autotomy, a maneuver that "allows them to shed their tails when caught by a predator and therefore get away." The reader can infer from this description that when a predator catches one of these animals by the tail, the animal can shed the tail and escape to safety. The author then describes how the octopus uses this same method: "When a predator catches a tentacle the octopus can amputate this tentacle, thereby unfettering itself, and regrow the tentacle later." As with the skink and the lizard, shedding its limb is part of the octopus's effort to free itself, or get away, from its predator. This means that by *unfettering* itself, an octopus is *freeing* itself. Therefore **(A)** is correct. The author does say that the octopus can "regrow the tentacle later," but the octopus unfetters itself by amputating the tentacle, not by *regrowing* it. This means **(B)** is incorrect. The process of autotomy is a process of *amputating*, but unfettering itself is a result of the octopus's self-amputation. Therefore unfettering does not mean amputating, so **(C)** is incorrect. The octopus sacrifices the tentacle in order to save itself. It therefore does not sacrifice itself, so *sacrificing* is not a good synonym for unfettering. This makes **(D)** incorrect.

6) **D**

The final paragraph of this passage contains only one sentence: "While the octopus may not be the most vicious creature in the ocean, its numerous and clever defense mechanisms help it to survive in the dangerous undersea world." This sentence restates the main idea, or thesis statement, of the passage: that the octopus possesses many different defense mechanisms that help it to survive in the wild. This idea is expressed at the end of paragraph 1 in the following sentence: "When it wants to get away, the octopus has an impressive arsenal of tricks at its disposal." This restatement of the main idea means that the final paragraph can best be described as a summary conclusion. Therefore **(D)** is correct. The author does not make a prediction about the future in the final paragraph, so **(A)** is incorrect. The author returns to the passage's main idea, but he or she does not incorporate and build on a particular word or theme. This would constitute a more nuanced conclusion. Instead the author simply restates the passage's main idea in slightly different words. This makes **(B)** not the best choice. The author does not propose a solution to a problem, so **(C)** is incorrect.

• Reading Comprehension 5 Level 9

Directions: Read the passage. Then answer the questions below.

The piranha is a much-maligned fish. Most people think that this is a deadly creature that swarms through rivers and creeks of the Amazon rainforest looking for victims to tear apart. And woe betide anyone unlucky enough to be in the same water as a shoal of piranhas. It takes only a few minutes for the vicious piranhas to reduce someone to a mere skeleton.

The truth is that the piranha is really a much more nuanced animal than the mindless killer depicted in the media. In fact, piranhas are a group made up of approximately twelve different species. Each piranha species occupies its own ecological niche. One type of piranha takes chunks out of the fins of other fish. Another type eats fruit falling from trees into the river. Each piranha species plays a **unique** role in the ecology of the rainforest floodplains. So what should you do next time you hear someone talking about the “deadly piranha”? You can remind them that the piranha is not always the **notorious** killer fish that the tough, muscular heroes of popular nature television shows would have us believe.

Questions

- 1) The primary purpose of the author is to
 - A. correct misconceptions about the piranha
 - B. illustrate the importance of piranhas in rainforest ecology
 - C. describe two different species of piranhas
 - D. instruct the reader on what to say if someone describes the piranha as “deadly”
- 2) In paragraph 1, the author most likely uses the old-fashioned expression “woe betide” to
 - A. highlight the danger posed by piranhas
 - B. suggest that the reputation of the piranha is well-deserved
 - C. emphasize the sarcastic tone
 - D. indicate that the passage was written in the 19th century
- 3) In paragraph 1, the author uses *hyperbole*—characterized by the use of exaggeration for effect—to describe the piranha. The author most likely uses hyperbole to
 - A. frame an argument that is supported in a later paragraph
 - B. create ambiguity so the reader cannot be sure which position the writer supports
 - C. juxtapose the myth of the piranha with the truth about the fish
 - D. evoke vivid images of nature television shows in the reader’s mind
- 4) As used in paragraph 2, which is the best definition for **unique**?
 - A. irreplaceable
 - B. important
 - C. individual
 - D. unusual
- 5) As used in paragraph 2, which is the best synonym for **notorious**?
 - A. celebrated
 - B. disreputable
 - C. notable
 - D. renowned

Answers and Explanations

1) **A**

An author's purpose is related to the content of the passage. In the first sentence the author describes the piranha as "much-maligned." Even if the reader does not know that this phrase means that people speak harmful untruths about the piranha, the reader can infer this meaning from the following sentences. The next sentence identifies what "most people think" about the piranha: that it is "deadly" and "vicious," always "looking for victims to tear apart." The deliberate exaggeration of the language indicates that the author is mocking common misconceptions about the piranha. In contrast, the next paragraph begins, "The truth is that the piranha is really a much more nuanced animal than the mindless killer depicted in the media." This paragraph goes on to describe accurate facts about piranhas, which contradict the misconceptions identified in paragraph 1. This structure suggests that the author's primary purpose is to correct misconceptions about the piranha. Therefore **(A)** is correct. Although the author briefly mentions the role of piranhas in rainforest ecology, he or she uses this detail to support the larger argument that most people are misinformed about the piranha. This means **(B)** is incorrect. The author does provide facts about two different species of piranha, but he or she uses these details to support the larger argument that most people are misinformed about the piranha. This makes **(C)** incorrect. In the final sentence, the author instructs the reader on what to say the next time they hear someone "talking about the 'deadly piranha.'" However, this minor point is used to reinforce the larger point that nature television shows often portray the piranha inaccurately, furthering misconceptions. This means instructing the reader on what to say in this situation is not the author's primary purpose, so **(D)** is incorrect.

2) **C**

In modern writing, the old-fashioned expression "woe betide" is rarely used. It is so uncommon that its use today often draws attention to itself, and therefore it becomes a comedic or exaggerated element. In this passage, the author mockingly describes "what most people" think about the piranha. In paragraph 1, the author writes: "And woe betide anyone unlucky enough to be in the same water as a shoal of piranhas." Even if the reader does not know the literal meaning of "woe betide," it can be inferred from the sentence above that it means something like "misery will come to." The author also uses exaggerated adjectives such as "deadly" and "vicious" to describe the fish in a tongue-in-cheek manner. The sarcastic depiction of the piranha as deadly in paragraph 1 contrasts with what the author clarifies as "the truth" about the piranha in the following paragraph—that it is not a "mindless killer." Based on this information, the reader can infer that the author most likely uses the old-fashioned phrase "woe betide" to emphasize the sarcastic tone in paragraph 1. Therefore **(C)** is correct. In this context, "woe betide" is an expression that introduces a comedic, sarcastic element. In paragraph 2, the author makes it clear that he or she was not serious in paragraph 1 about the danger posed by piranhas. Therefore **(A)** is incorrect. The passage clearly implies that the reputation of the piranha is not well-deserved, but a misconception. This means **(B)** is incorrect. The passage does not contain information to indicate when it was written. With the exception of "woe betide," the language is modern, and the author even makes a reference to television, which was invented after the 19th century. Furthermore, the use of one old-fashioned phrase is not a definitive indication of when a passage was written. Based on this information, we can understand that the old-fashioned expression is being used for effect, not because the passage was written long ago. Therefore **(D)** is incorrect.

3) **C**

The author uses hyperbole in paragraph 1 to describe piranhas as "deadly," "vicious" creatures that can "reduce someone to a mere skeleton" in "a few minutes." This exaggeration contrasts with the factual approach of paragraph 2. This contrast emphasizes the point that piranhas are not the deadly creatures depicted in popular media. In the paragraph 1, the author creates a mental picture of piranhas that "tear apart" their "victims." Yet in paragraph 2, the author refers to piranhas that "eat fruit" and that play "a unique role in the ecology of the rainforest." Based on this information we can determine that the author most likely uses hyperbole to juxtapose the myth of the piranha with the "truth" about the fish in order to persuade the reader that the piranha is not just a "mindless killer." Therefore **(C)** is correct. The use of hyperbole frames the argument of the piranha as deadly. Since this argument is contradicted in a later paragraph, not supported, **(A)** is incorrect. The intent of the author is to contrast an exaggerated position with a factual position. The sarcastic tone and hyperbole in paragraph 1 are clues to suggest that the author supports the factual position conveyed in paragraph 2. Since the use of hyperbole clarifies the author's position rather than creates ambiguity, **(B)** is incorrect. Although the exaggerated language may evoke vivid images of the piranha in the reader's mind, the author does not mention nature television shows until later in the passage, so we can infer that the author did not intend to evoke images of nature television shows in paragraph 1. Furthermore, the author most likely uses hyperbole not merely to create imagery, but to contrast the myth of the piranha with the facts. This means **(D)** is incorrect.

4) **C**

unique (*adjective*): existing as the only one or as the sole example; individual.

In paragraph 2, the author writes, "Each piranha species occupies its own ecological niche." From this we can understand that each species holds an individual place in the ecosystem. To elaborate on this idea, the author gives two examples of piranha species that behave differently, and then he or she writes, "Each piranha species plays a unique role in the ecology of the rainforest floodplains." From these two sentences, we can infer that the author is using the word *unique* to indicate that the different species of piranha play distinct roles in the rainforest ecology. This means that *individual* is a good definition of *unique* in this context. Therefore **(C)** is correct. The passage does not suggest that each piranha species plays an *irreplaceable* role in the ecology of the rainforest, merely that each species plays a distinct role. This means **(A)** is incorrect. The passage does not provide judgment about whether the roles of the varying piranha species are *important*, merely that they are different. This makes **(B)** incorrect. Although the roles each piranha species plays are distinct, and therefore different from each other, the passage does not suggest that they are inherently *unusual* roles. Therefore **(D)** is incorrect.

5) **B**

notorious (*adjective*): widely and unfavorably known for negative attributes; infamous.

The author writes, "So what should you do next time you hear someone talking about the 'deadly piranha'? You can remind them that the piranha is not always the notorious killer fish that the tough, muscular heroes of popular nature television shows would have us believe." Here the author uses the word *notorious* to emphasize the point that piranhas do not deserve their negative reputation,

even though “the tough muscular heroes of popular nature television shows” depict piranhas as “notorious” and “deadly.” In paragraph 2 the author also claims piranhas are depicted as “mindless killer[s]...in the media.” Based on this information, the reader can infer that the media and television shows depict piranhas as something very negative. This means that *disreputable* is a good synonym for notorious. Therefore **(B)** is correct. The author notes that the piranha is depicted in a negative light on “popular nature television shows” and in the “media.” *Celebrated*, *notable*, and *renowned* all can mean famous in a positive sense, so they are not good synonyms for notorious. This means that choices **(A)**, **(C)**, and **(D)** are incorrect.